



Summary
Beacon Academy of Nevada's
Status Report
2012 - 2016

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Summary of Data from 2012-13 to 2014-15

Retention Rates

- 59.09% increase in rate of returning students.
- 34.19% increase of students retained between Count Day and the End of the Year.
- 18.8% decrease in attrition rate of the four-year cohort. Attrition is used to describe students who transfer out of school before graduation.

HSPE: Increased the percent of students who are proficient in all subjects at end of year by 64.55%

Reducing Credit Deficiency: Increased the percent of students who reduced their level of credit deficiency from 5.7% to 12.2%

12th Grade Students Credit Deficiency: Increased the percent of seniors who reduced their level of credit deficiency from 10.8% to 30.6%

Overall Cohort Graduation Rate increased 15%

Cohort 2013 graduation rate: 37.6%

Cohort 2014

- The 2014 cohort graduation rate was 56.5% in spite of 46.1% being credit deficient. This data shows that in 2014, BANV only had 53.9% of seniors on track for graduation as of Validation Day.
 - 53% of 12th grade students were new to BANV in the Fall of 2013
 - 24.5% of credit deficient students in cohort 2014 graduated in cohort
 - 29.60% of students in cohort 2014 were rated at a level two deficiency or above

Cohort 2015

- The 2015 cohort graduation rate was 52.6% in spite of 53.3% being credit deficient. This data shows that in 2015 only 46.7% of students in cohort 2015 were on track to graduate in cohort.
 - 43% of the 12th grade students were new to BANV in the Fall of 2014
 - 30.9% of credit deficient students in cohort 2015 graduated in cohort
 - 31.60% of students in cohort 2015 were rated at a level two deficiency or above.



Beacon Academy of Nevada

Status Report

May 20, 2016

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Beacon Academy of Nevada (BANV) is a statewide online high school serving students in grades 9 - 12 between the ages of 14 -22 years of age. The BANV mission is to offer at-risk high school students the choice of an innovative and relevant education, which provides the flexibility and support to graduate from high school with concrete plans for their future.

BANV offers full tutoring services from 9:00 a.m - 3:00 p.m. Monday - Thursday at the Las Vegas campus. Students that are unable to come to campus can attend tutoring remotely. Teachers and tutors work with students in small group pull-out sessions or individually in our computer labs. BANV also provides free 24 hour bus passes to any student who does not have access to transportation to attend tutoring.

BANV had 547 students enrolled on validation day on October 1, 2015. Since that date, enrollment has increased to 612 students. The majority of students have enrolled with credit deficiencies, or have had a break in their high school education and wish to return to earn their high school diploma. 73.13% of BANV students on validation day were at- risk students, since then this population has increased to 78.49% as of February 17, 2016.

2015-2016 BANV Demographics

Number of Students By Cohort:

Validation Day

2019 - 38 (6.9%)
 2018 - 103 (19%)
 2017 - 155 (28%)
 2016 – 182 (33%)
 2015 and earlier, adult students - 69 (12.6%)

As of Feb. 17

2019 - 58 (9.52%)
 2018 - 126 (20.7%)
 2017 - 205 (33.7%)
 2016 – 170 (27.9%)
 2015 and earlier, adult students - 60 (8.2%)

Ethnicity of Student Population

Validation Day

Asian- 12 (2.19 %)
 Black/African American- 62 (11.33 %)
 Caucasian/White- 243 (44.42 %)
 Hispanic- 181 (33.09 %)
 American Indian/Alaska Native- 4 (0.73 %)
 Multiple Races- 33 (6.03 %)
 Pacific Islander/Native Hawaiian- 12 (2.19 %)

As of Feb. 17

Asian- 17 (2.79 %)
 Black/African American- 80 (13.14 %)
 Caucasian/White- 257 (42.2%)
 Hispanic- 193 (31.69 %)
 American Indian/Alaska Native- 6 (0.99 %)
 Multiple Races- 41 (6.73 %)
 Pacific Islander/Native Hawaiian- 15 (2.46 %)

At-Risk Subpopulations**Validation Day**

ELL - 9 (1.65 %)

IEP - 66 (12.07 %)

FRL- 233 (42.60 %)

Credit Deficient 275 (50.27 %)

McKinney Vento - 57 (10.42 %)

Total At Risk (Oct. 1) - 400 (73.13 %)**As of Feb. 17**

ELL - 6 (0.99 %)

IEP - 85 (13.96 %)

FRL- 302 (49.59 %)

Credit Deficient 353 (57.96 %)

McKinney Vento - 58 (9.52 %)

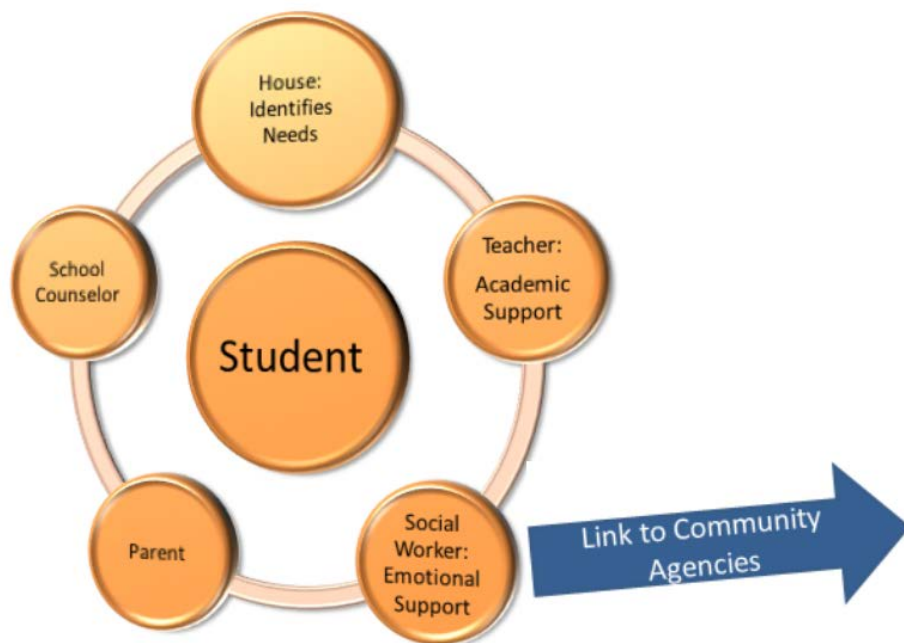
Total At Risk (Feb. 17) - 478 (78.48%)



Cycles of Student Support

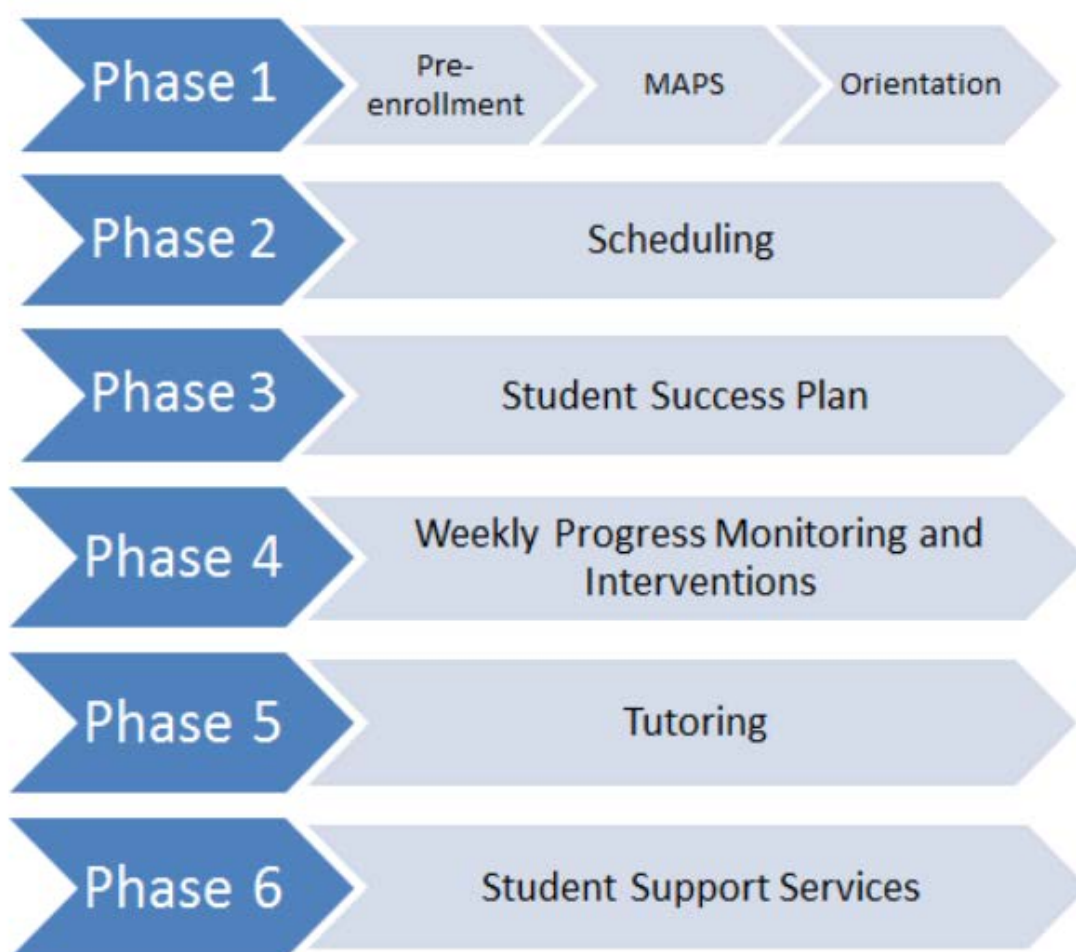
Although all students are welcome at BANV, priority enrollment is offered to at-risk students. The unique scheduling format, wrap-around support services, and student centered courses, all combine to provide a high quality program specifically designed to meet the individual needs of at-risk student populations. Working with our students involves thoughtful consideration throughout all processes. It is not unusual for a student to make educational decisions without involvement from a guardian or parent.

Because each student is unique, early discovery is essential to ensuring the student has the support essential to their success.



Upon enrollment, every student is assigned to a House based on their cohort. The House is comprised of a school social worker, school counselor, teachers, tutors, administration, and a family engagement counselor/graduation coach, who meet weekly to discuss the student's academic, social, and emotional needs.

Six Phases of Student Support Process



Phase I: Enrollment Process:

The enrollment process includes a Pre-enrollment Conference, Parent and Student Orientation, and MAP (Measured Academic Progress) placement test. Although BANV has always provided student support services, new procedures have been implemented to improve early intervention and ongoing monitoring. All new students and a parent or legal guardian, if the student is under 18 years of age, are required to attend a pre-enrollment consultation to discuss his/her academic history to identify gaps in education, attendance, medical concerns, and academic performance to ensure that the social, emotional, and academic needs of the student are identified in order to better support the student.

Phase II: Scheduling

In July 2015, BANV amended its charter, altering the Plan of Study for the 2015-2016 school year for student course scheduling from 6 semester courses every 18 weeks to three semester courses every 9 weeks. Many new students who enroll in BANV require credit recovery and remediation courses. The focus is to provide students with courses that are at their level, instructional support to fill in gaps, and build skills in needed areas.

Offering four terms each school year allows for dynamic scheduling that prevents students from automatically enrolling in the second semester of a course in which they have not been successful. The academic counselors monitor student progress and may need to alter a student's schedule because the student failed semester one of a course. Teachers, counselors, tutors, administration, and social workers monitor student progress to prevent students from moving on in courses in which they do not have the foundational skills to achieve success. Students who are placed in mastery-based courses benefit from the course progression and ability to move at their own pace through the content. The online courses provide multiple pathways to understanding through exposure to modularized content. The adaptive digital content provides freedom and flexibility for students to move at their own pace and individualized path based upon the student's competency on the subject. Courses provide students with multiple pathways, differentiated content and modalities to scaffold and individualize the learning process for each student. The teacher analyzes student performance and identifies learning gaps based upon data and adaptive course progression. Small group instruction focuses upon meeting students individual learning needs. The adaptive digital content, along with formative assessments, provide data to drive small group instruction for teachers and give direct feedback to students to inform goal setting.

BANV staff is aware that students who have failed academically need emotional support to become a successful. Our goal is to build competency without discouragement. By determining

the student's zone of proximal development, or where the student is comfortable in the subject and when they require more assistance to learn new concepts, teachers and the adaptive digital content provide remediation based upon demonstrated learning gaps. BANV incoming students have been academically destroyed by schools that have assigned their course level based upon their grade and not their ability. By analyzing individual student data in each course, teachers and learning coaches are able to observe areas where students are struggling and provide intervention based upon student performance. In order for teaching and learning to be successful, students social-emotional well-being must be stable. BANV learning coaches and social workers address the emotional issues associated with at-risk students and their fear of failure.

Phase III: Student Success Plan

During Phase I the student and parent answer a number of questions about past academic history, and current social and emotional needs. Based on student responses, interventions are initiated by creating a unique Student Success Plan (SSP). The SSP is designed to eliminate potential barriers to student success by formulating a plan. Some students require minimal interventions and support while other students are provided a great deal of support. The SSP is a concrete plan which addresses tutoring requirements, transportation needs, and opens communication with their House Leader and/or Learning Coach.

Phase IV: Weekly Progress Monitoring and Interventions

The school social workers are trained mental health professionals who assist with mental health concerns, behavioral concerns, positive behavioral support, academic support, consultation with teachers, parents and administrators as well as provide individual and group counseling/therapy. School social workers work with student concerns in the home, community, and in the school, and help to identify interventions to help them succeed.

Phase V: Tutoring

BANV teachers and tutors recognize the academic challenges that students face. Teachers provide a welcome tutoring environment remotely and face-to-face. Many students attend tutoring multiple days each week, benefitting from small group instruction and/or individual tutoring. The staff often has to remediate by teaching concepts well below grade-level in order for a student to be successful in their high school class. This year tutoring attendance has increased by 50% which BANV attributes to the increased number of teachers on site and new computer lab facilities.

Phase VI. Student Support Services:

BANV promotes the health and wellness of students with a focus on the academic, social and psychological needs of the at-risk student through extensive Student Support Services. These comprehensive wrap-around services include providing support to our students who: are parenting and pregnant; have mental health or substance abuse concerns; do not have basic needs (clothing, food, and shelter); have a chaotic home life; have a history of truancy and school avoidance; are medically fragile; are credit deficient or past cohort for graduation.

Cost of Supporting At-Risk

Supporting each at-risk student is very time intensive and requires additional resources beyond the traditional school budget as demonstrated by this narrative. The costs associated with educating at-risk students include additional teachers, additional course enrollments, extensive social worker support, tutoring support, and technology (providing deposit -free laptops to qualifying FRL students). Considering the average student enrollment is six credits yearly, the cost of supporting a robust credit recovery program amounts to approximately an additional \$495,000 dollars annually.

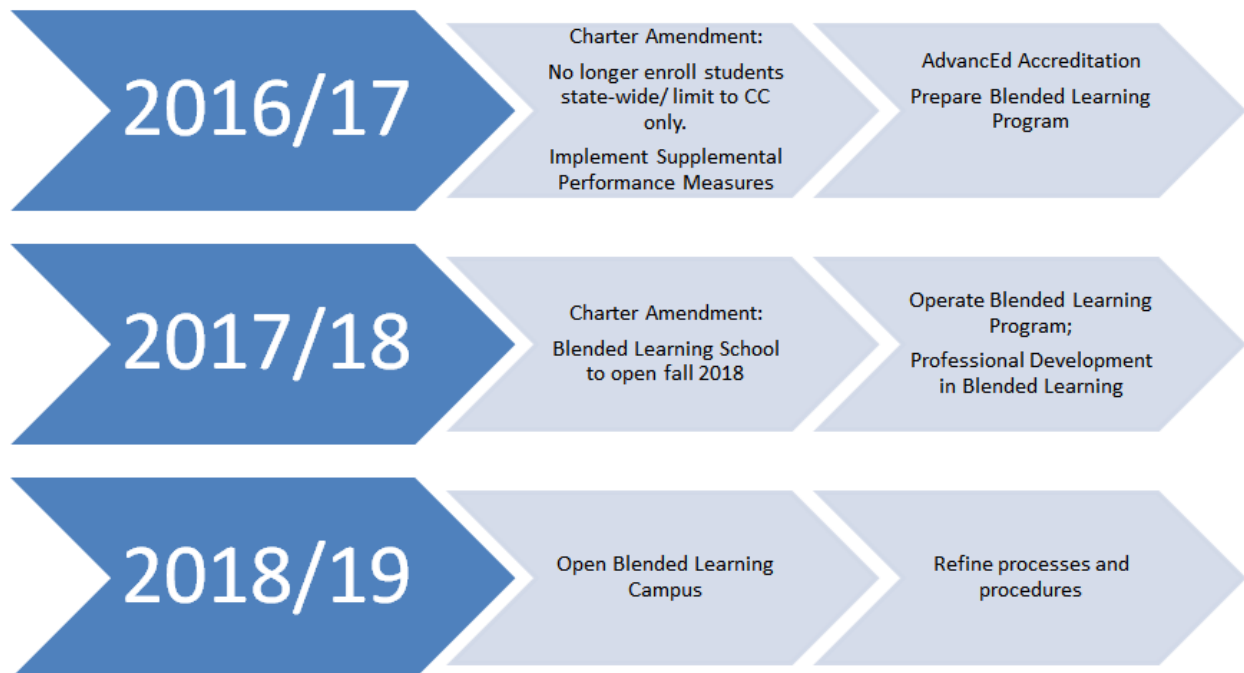
Term	Students	FT course seats	Seats used	full time cost	cost with CR	CR only cost
1	562	1686	1808	\$741,974.88	\$795,664.64	\$53,689.76
2	590	1770	2076	\$778,941.60	\$913,606.08	\$134,664.48
3	610	1830	2225	\$805,346.40	\$979,178.00	\$173,831.60
4	610	1830	2132	\$805,346.40	\$938,250.56	\$132,904.16
Totals		7116	8241	\$3,131,609.28	\$3,626,699.28	\$495,090.00

Figure 1: The amount of money spent per term and annually on credit recovery during the 2015-2016 school year. This dollar amount does not include credit recovery costs spent during summer school.

Continuous School Improvement

BANV recognizes the importance of continuous school improvement efforts. Historically, BANV has struggled to achieve the level of success established by federal and state guidelines. There is no doubt that the level of success can be improved by making several charter amendments in the next two years. However, BANV also has an artificially low graduation rate, which is attributed to a performance framework not based upon student growth and the number of students who transfer in as credit deficient/non-proficient.

The table below represents a long-term school improvement plan, including three linked charter amendments.



School Improvements for the 2016-2017 School Year

- Amend charter to:
 - Exclusively serve students from Clark County, not statewide (Appendix 1)
 - Include supplemental performance measures (Appendix 2)
- Improve student attendance, retention rates, and overall academic performance through interventions and increased student support.
- Increase the amount of remediation courses.
- Increase student engagement utilizing Student Support Services.
- Implement a robust Response to Intervention (RTI) program.
- Provide professional development specific to working with at-risk students, including student accommodations and interventions utilizing blended learning.
- AdvancEd Accreditation renewal.
- Increase family engagement and campus life.
- Pilot “Opt-In” Blended Learning Program

Improve and Increase Data Collection Practices:

- Continue to work with UNLV College of Education
- Improve tracking for students who withdraw from BANV.
- Track student re-engagement and utilize dropout prevention data.
- Utilize Online Readiness Questionnaire to identify early interventions for at-risk.
- Track the number of schools attended prior to enrollment.
- Improvement application process.

School Improvements for the 2017-2018 School Year

- Amend charter to blended learning distance education school.

- Buy or lease facility or renovate existing space to accommodate more students.
- Budget analysis and strategic planning for additional blended learning operating expenses.
- Plan, develop, and organize blended learning school.
- Define personalized learning programs for BANV students.
- Professional development on best practices in blended learning.
- Consideration of opening and operating a licensed drop-in day care center on-site.
(According to the health district, BANV would be the only high school in the state of Nevada offering a licensed center).

School Improvements for the 2018-2019 School Year

- Operate blended learning school.
- Evaluate, analyze, and refine blended learning procedures.
- Continue to monitor student performance utilizing data to drive instruction.
- Continuous data-driven analysis of charter school performance utilizing the established SPCSA framework.

Beacon Academy School Performance Goals

The SPCSA does not currently have an Academic Performance Framework and the Nevada State Performance Framework (NSPF) is undergoing a transition during the implementation of new assessments and a new school rating system expected during the 2016-2017 school year.

BANV's three star school performance rating from 2013-2014 is paused during this transition.

The graduation rate is the only significant data point remaining from the NSPF. One single data point does not provide the opportunity to evaluate the complexities of a school's overall academic performance. Multiple data points provide an overview of data on which to assess a school's achievement data.

It is important to note that as of the 2014-15 school year, the NSPF was placed on hold until a revised framework could be established. With the elimination of the High School Proficiency Examinations (HSPE) and the expanded requirement for *all* juniors to take the ACT test, 24% of the NSPF is no longer measurable and cannot be compared with prior years across all indicators. As of 2015-16, 44% of the NSPF cannot be used to assess school performance with prior years. Sub-indicators cannot be compared between 2012-13 and 2014-15, either because of changes in state policy or because a comparable population was not present, including grade 10 proficiency, percent of grade 10 meeting Median Growth Percentile (MGP), percent of students enrolled in remedial college classes, and ACT/SAT participation.

The Nevada School Performance Framework (NSPF) assesses school performance based on several indicator groups, each consisting of two or more sub-indicators. The five indicator groups are proficiency status/growth, proficiency gap, graduation, career and college readiness, and other indicators. BANV demonstrated poor performance on the 2012-13 NSPF but is continuing to work towards improvement in all areas of the framework.



Data Summary: Retention Rates

2012-2015 Retention Rate Comparisons for Returning Students

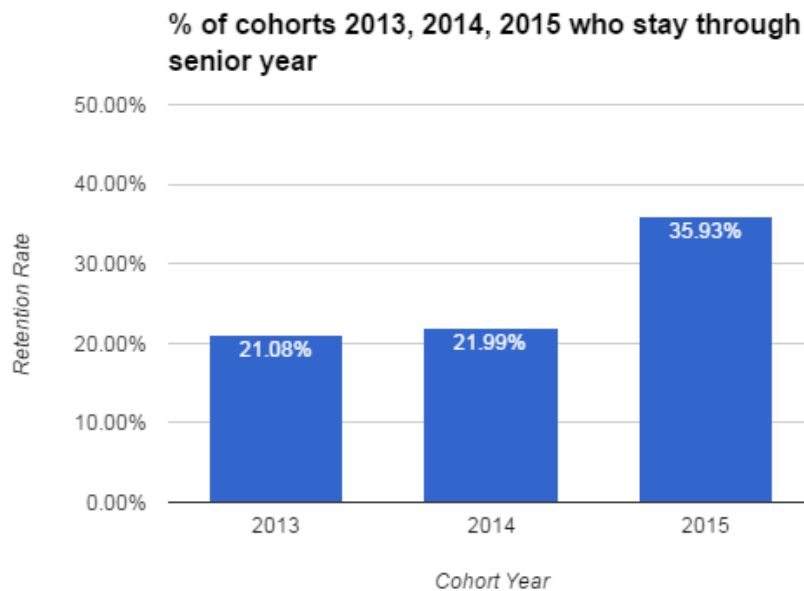


Figure 2: Represents the percent of students who enrolled with BANV and stayed through their senior year.

BANV improved the retention rate from one school year to the next. Figure 2 shows the percent of students who enrolled with BANV and stayed through their senior year increased by a difference of 14.9% between 2013 and 2015. Figure 3 shows that the percent of students retained from the End of Year to the following Count Day increased by 59.09% from 2012-13 to 2014-15. In a side-by-side comparison of End of Year 2012-13 to End of Year 2014-15, 9th, 10th and 11th grade retention rates increased by 24.25%, 78.37%, and 60.02% respectively.

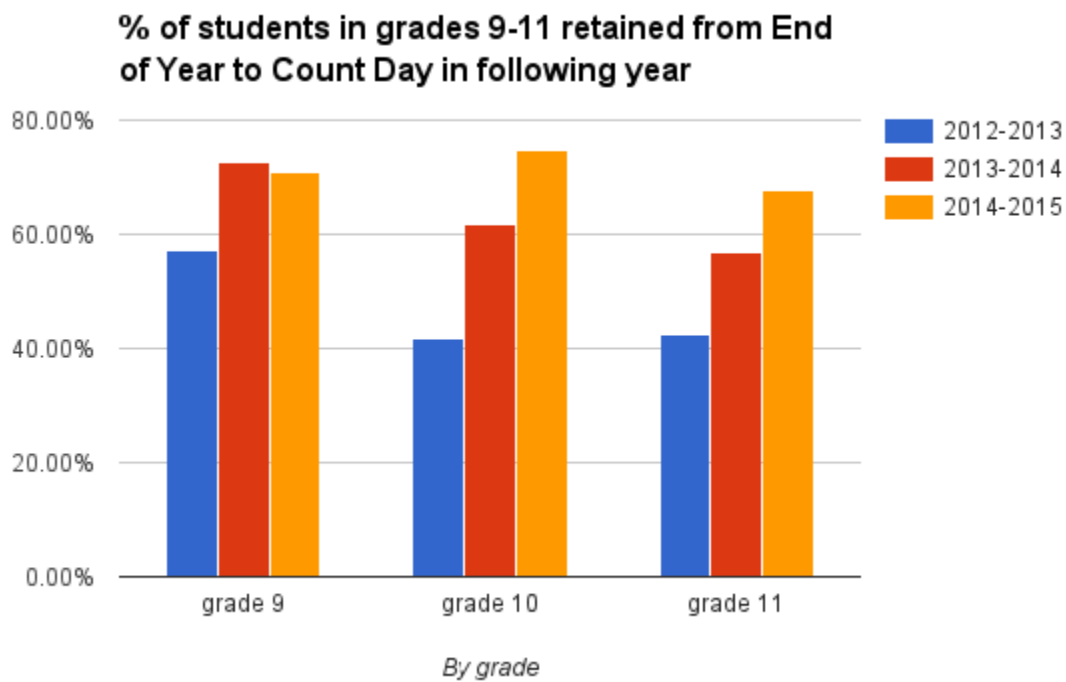


Figure 3: The graph above represents the percent of students retained from the End of the Year to Count Day the following year.

End of Year(EOY) to next Count Day(CD)	2012-2013	2013-2014	2014-2015	% change 2013-2015
N	348	313	318	
Retained EoY to next CD	44.25%	60.70%	70.40%	59.09%
By grade	2012-2013	2013-2014	2014-2015	% change 2013-2015
grade 9	57.14%	72.70%	71.00%	24.25%
grade 10	41.88%	61.60%	74.70%	78.37%
grade 11	42.31%	56.70%	67.70%	60.02%

Figure 4: Provides detailed information about students retained from the End of the Year to the next Count Day (Validation Day) in each cohort:

2012-2015 Retention from Count Day (CD) until the End of the Year (EOY)

BANV made significant progress towards improving student retention between Count Day (CD) and the End of the Year (EOY). The percent of students retained improved by 34.19% from 2012-13 to 2014-15.

Figure 5 shows a side-by-side comparison of 2012-13 to 2014-15. In all grades, the percent change shows an increased retention rate.

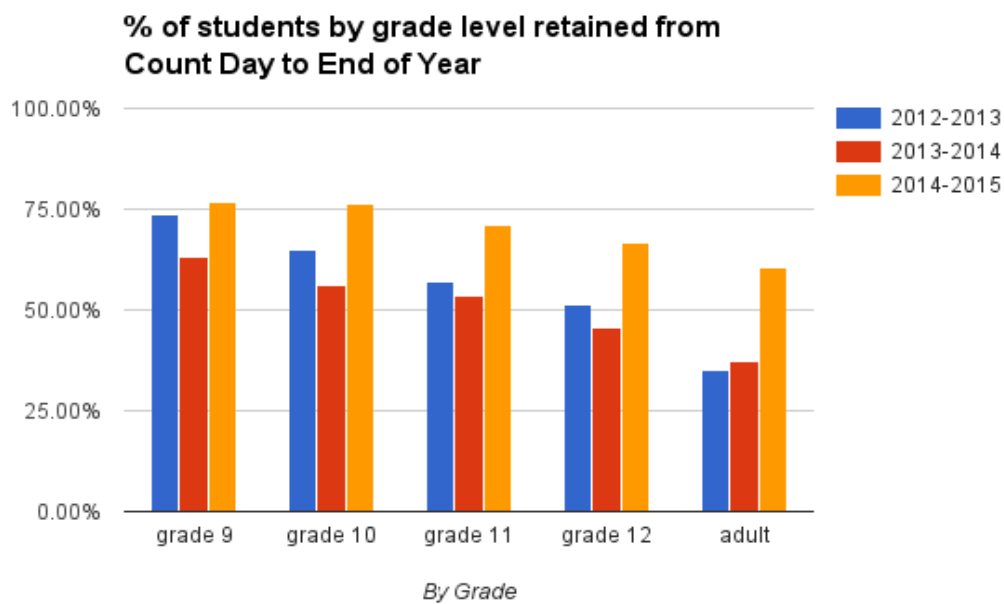


Figure 5: Represents the percent of students by grade level retained from Count Day to the End of the Year.

Figure 6 below compares student retention across all grade levels between the 2012-13 and 2014-15 school years. For example, BANV 12th grade student retention rates during the school year increased between 2012-13 and 2014-15 by 29.74%. All grade levels improved retention rates during 2014-15 school year with the most significant increase to the adult population.

Count Day through End of Year	2012-2013	2013-2014	2014-2015	% change 2013-2015
#	753	825	545	
CD to EoY	51.79%	49.00%	69.50%	34.19%
By Grade	2012-2013	2013-2014	2014-2015	% change
grade 9	73.47%	63.00%	76.90%	4.67%
grade 10	64.96%	56.30%	76.40%	17.62%
grade 11	57.14%	53.50%	70.90%	24.08%
grade 12	51.26%	45.70%	66.50%	29.74%
adult	34.95%	37.40%	60.50%	73.10%

Figure 6: Provides detailed information about student retention between Count Day (CD) and the End of the Year (EOY)



Data Summary:

HSPE

2012-2015 Comparison of Proficiency Rates

Students in the 2013, 2014, 2015 cohorts were required to pass the High School Proficiency Exams in order to receive a high school diploma. In 2012-13 and 2013-14, only 25-26% of students in grades 11 and 12 were proficient in all subjects as of Count Day. By the End of the Year, proficiency in all subjects increased to 36.41% in 2012-13 and to 43.05%, which is a 44.23% and 65.5% improvement respectively. However, in 2014-15 32% in grades 11 and 12 were proficient as of Count Day and by the End of the Year 59.91% were proficient, which is an 84.7% improvement, as shown on Figure 5. Based on end of year rates, proficiency in all subjects increased by 91.6% from 2012-13 to 2014-15.

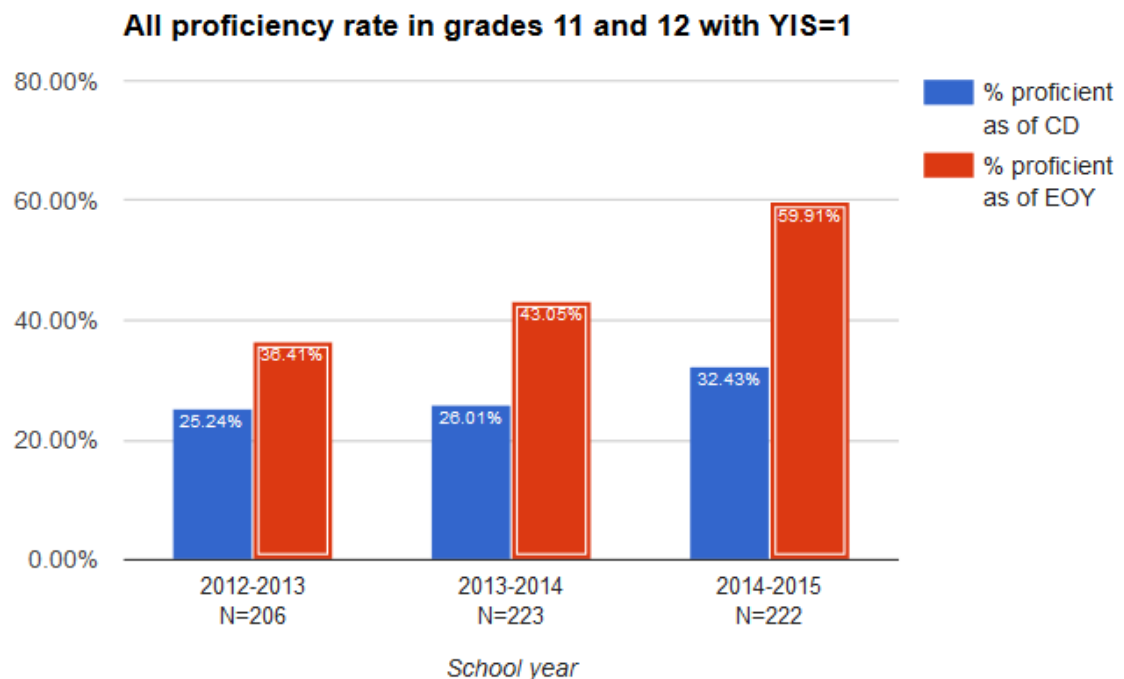


Figure 7: The proficiency rates in grades 11 and 12 with Year in School (YIS).

11th Grade Proficiency Rates

Figure 8 below shows the 11th grade percent proficient on Count Day and End of Year during 2012-13, 2013-14, and 2014-15. During the 2012-13 school year, the percent of 11th grade students improved 58.06% in reading, 45.45% in math, and 48.48% in science. During the 2013-14 school year, the percent of 11th grade students improved 80.85% in Reading, 75.76% in Math, and 57.45% in Science. During the 2014-15 school year, the percent of 11th grade students improved 61.02% in Reading, 61.36% in Math, and 61.45% in Science.

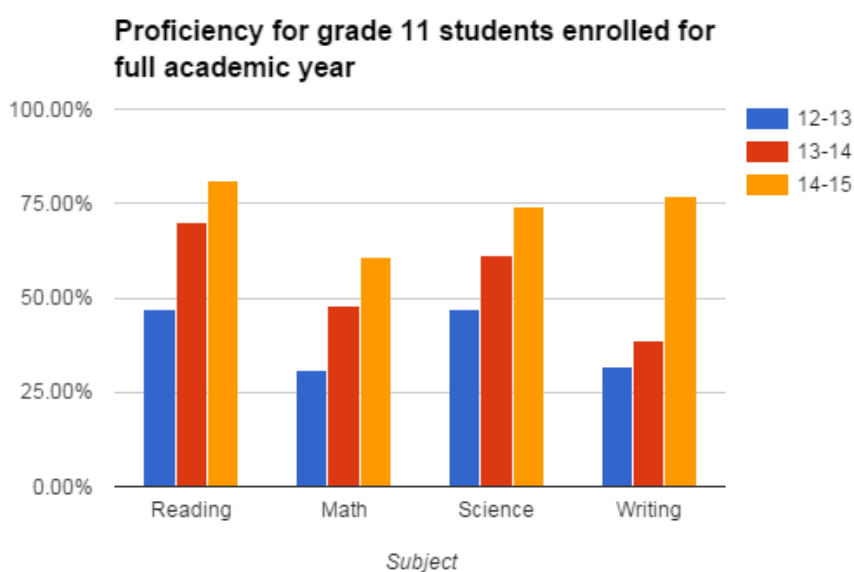


Figure 8: The 11th grade percent proficient on Count Day and End of Year during 2012-13, 2013-14, and 2014-15

Grade 11 YIS=1	12-13 CD N=104	12-13 EOY N=104	13-14 CD N=121	13-14 EOY N=121	14-15 CD N=117	14-15 EOY N=117
% Reading proficient	29.81%	47.12%	38.84%	70.25%	50.43%	81.20%
% Math proficient	21.15%	30.77%	27.27%	47.93%	37.61%	60.68%
% Science proficient	31.73%	47.12%	38.84%	61.16%	45.30%	74.36%
% writing proficient		31.73%		38.84%		76.92%

Figure 9: Detailed information on the 11th grade percent proficient on Count Day and End of Year during 2012-13, 2013-14, and 2014-15

12th Grade Proficiency Rates

Figure 9 illustrates the percent of students in grade 12 who are proficient on Count Day and at the end of the school year for 2012-13, 2013-14, and 2014-15. During the 2012-13 school year, the percent of proficient grade 12 students improved by 30.9% in Reading, 45.45% in Math, 32.73% in Science, and 42.55% in Writing. During the 2013-14 school year, the percent of proficient grade 12 students improved by 53.45% in Reading, 42.86% in Math, 34.48% in Science, and 50.0% in Writing. During the 2014/15 school year, the percent of proficient grade 12 students improved by 21.52% in Reading, 39.34% in Math, 36.36% in Science, and 59.02% in Writing.

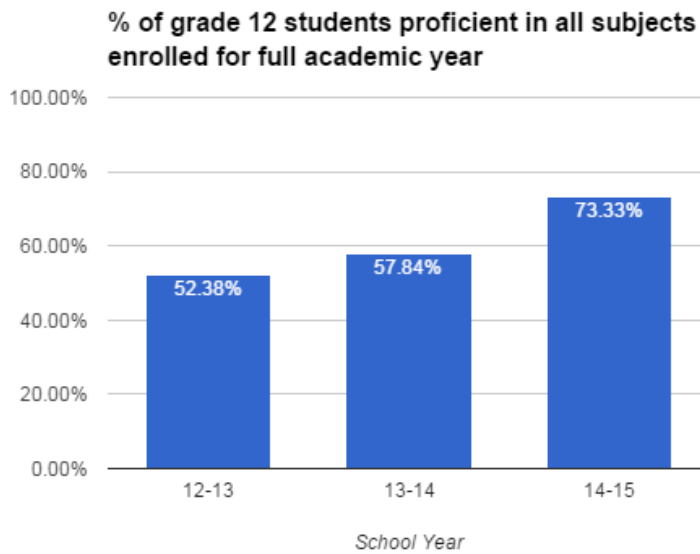


Figure 10: The 12th grade percent proficient on Count Day and End of Year during 2012-13, 2013-14, and 2014-15

Grade 12 YIS=1	12-13 CD N=102	12-13 EOY N=102	13-14 CD N=102	13-14 EOY N=102	14-15 CD N=105	14-15 EOY N=105
% Reading proficient	53.92%	70.59%	56.86%	87.25%	75.24%	91.43%
% Math proficient	43.14%	62.75%	48.04%	68.63%	58.10%	80.95%
% Science proficient	53.92%	71.57%	56.86%	76.47%	62.86%	85.71%
% writing proficient	46.08%	65.69%	50.98%	76.47%	58.10%	92.38%

Figure 11: Detailed information on the 12th grade percent proficient on Count Day and End of Year during 2012-13, 2013-14, and 2014-15



**Data Summary:
Credit Deficiency**

Levels of Credit Deficiency Defined

BANV defines credit deficiency using a three credit scale rating the level of deficiency. Three credits were used as a baseline because it is equivalent to .5 years enrolled. Students who enter BANV as 12th graders at a Level Two or greater credit deficiency, most likely will not graduate on time. According to NAC 387.345, Nevada high school students in grades 9-11 are considered full-time pupils when enrolled in a minimum of 6 credits per year. Students in grade 12 that are at a Level Zero credit deficiency (on track) must be enrolled in a minimum of four credits per year to be considered full-time. Students who are credit deficient must be enrolled in six classes and simultaneously be enrolled in additional classes in order to reduce credit deficiency.

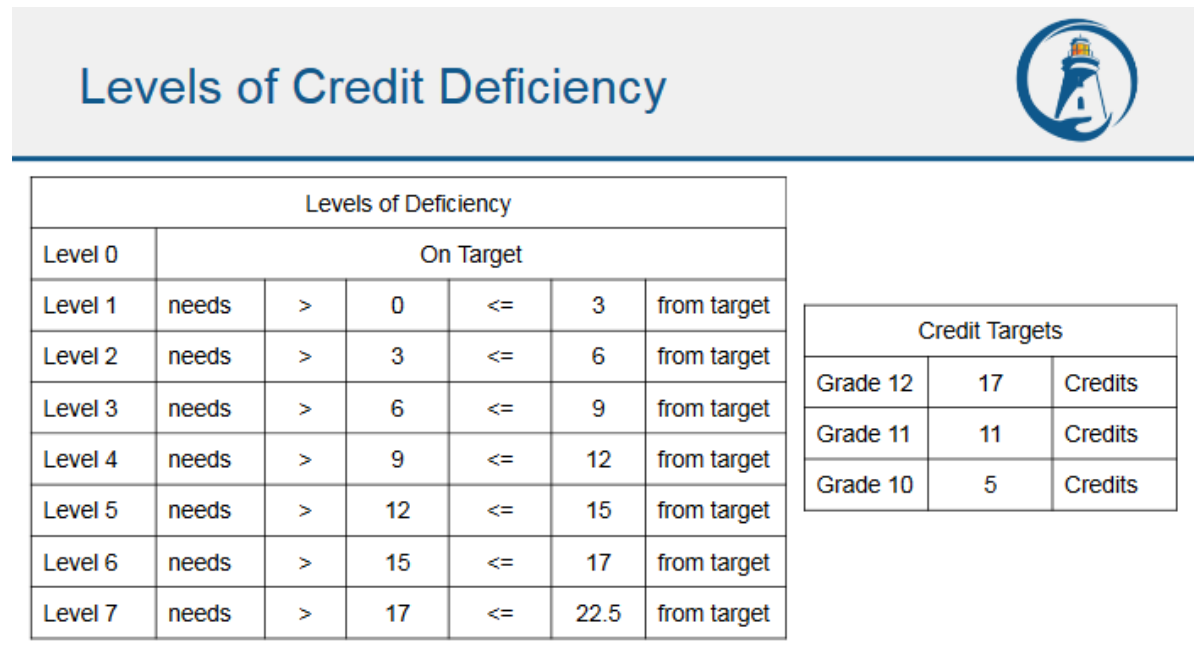


Figure 12: The Levels of Deficiency Defined

Figure 12 shows that a Level One Deficiency is equivalent to .5 - 3 credits from grade level target. For example, a grade 12 student should have earned a minimum of 17 credits by the start of their 12th grade year. NAC 389.048 establishes eligibility of pupils to take High School Proficiency Examinations in part using these credit thresholds. Any student below the defined

threshold may be considered credit deficient. The NSPF uses the grade 10 threshold (5 credits) to assess end of year credit deficiency of 9th grade pupils.

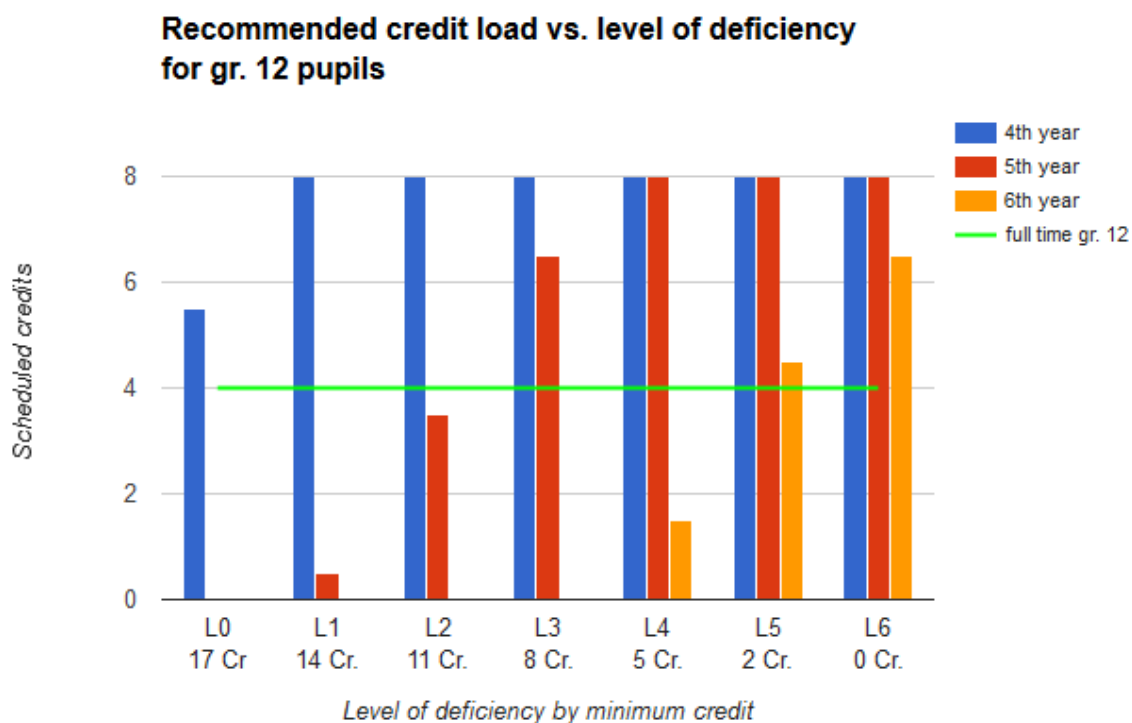


Figure 13: Recommended credit load versus the level of deficiency for grade 12 pupils.

Figure 13 demonstrates why many grade 12 students who are more than two credits deficient take more than one year to graduate. With the Program of Study implemented during the 2015/16 school year, it is possible for the majority of students to earn two credits in addition to six credits each term at BANV, for a total of eight credits during the traditional school year.

Consider a student at a Level Two Deficiency (3.5-6 credits deficient), indicating they have earned between 11 and 13.5 credits by the start of their 12th grade year. Even if the student earns eight credits during the school year, they are still short of earning the required 9 -11.5 credits.

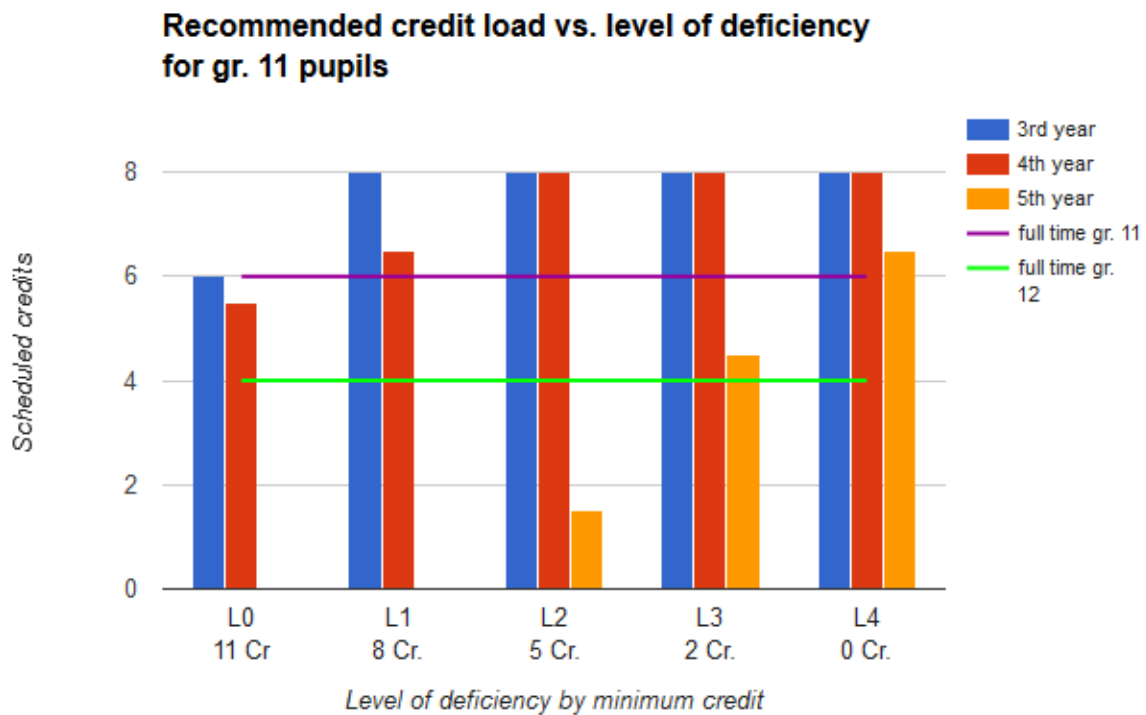


Figure 14: Recommended credit load versus the level of deficiency for grade 11 pupils.

A student in grade 11 with a credit deficiency rating at a Level Two or higher, may not graduate in their cohort year. The graph above shows that a student may need an additional year or more past their cohort graduation year in order to complete their graduation requirements.

Even with the implementation of the four term school year in 2015-2016, which provides the opportunity for students to earn eight credits per school year and possibly an additional one credit during the summer, it is extremely challenging for many students. In most cases, credit deficient students have learning gaps which require interventions and remediation. Students who have not earned the minimum credits in school often struggle just to maintain the same level of credit deficiency each year. These students often read and comprehend at a slower rate than their peers, require remediation which means spending even more time in a course, and require

emotional support and motivation which they may not receive at home. Eight credits per year is an unrealistic goal for many students who have spent two or three years earning very few credits. During the 2014-2015 school year, BANV emphasized the importance of credit recovery by increasing the level of student support and making program adjustments during the school year. The 2014-2015 Program of Study consisted of students being enrolled in six classes simultaneously. Students requiring credit recovery often were enrolled in seven or eight classes at once. Although, the new program format did not begin until the Fall of 2015, BANV students did show significant gains in reducing credit deficiency during the 2014-2015 school year.

Figures 15 and 16 draw a comparison of three consecutive school years 2012-13, 2013-14, and 2014-15. Each year shows the percentage of students in each cohort who:

- Increased level of deficiency by earning less credits than required
- Demonstrated no change to level of deficiency by earning the required number of credits (six credits per year, or four credits if on track 12th grader)
- Decreased level of deficiency by earning more credits than required

Change to credit deficiency Levels 2012-13 to 2014-15

School year	Increased level of deficiency	No change	Decreased level of deficiency	N
12-13	32.70%	61.60%	5.70%	318
13-14	31.40%	64.50%	4.14%	338
14-15	18.50%	69.40%	12.20%	336

Figure 15: The change to credit deficiency levels between 2012-13, 2013-14, and 2014-2015.

In both 2012-13 and 2013-14 school year, approximately 31%-33% of students earned less credits than required, increasing their level of credit deficiency. However, in the 2014-15 school year, the number of students earning less credit than required was reduced to 18.5% showing a significant improvement. Another notable change is the number of students that decreased their credit deficiency level by earning more credits than required. During the 2012-13 school year,

5.7% of students earned more credits than required, in 2013-14, 4.14% of students earned more credit than required and in 2014-15, 12.2% earned more credits than required, which is an increase in eight percentage points.

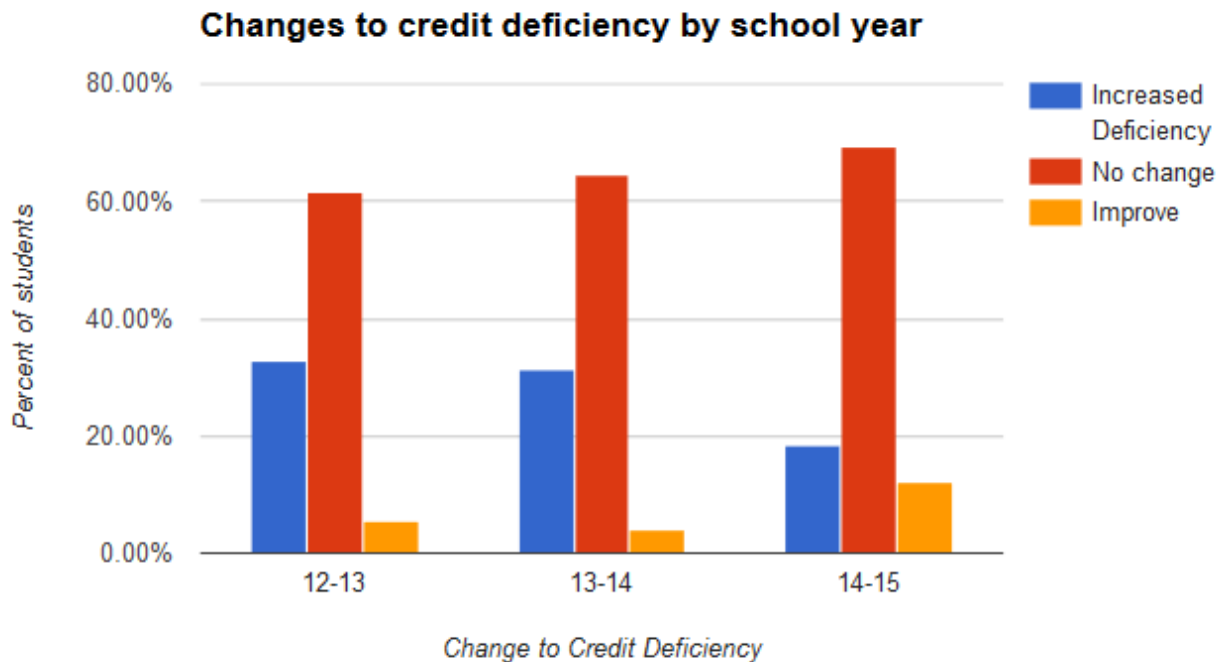


Figure 16: The change to credit deficiency levels between 2012-13, 2013-14, and 2014-2015.

Figures 17, 18 and 19 show that during the 2014-15 school year, only 8.3% of 12th grade students increased their level of credit of deficiency by earning less credits than required. 61% of students remained at the same level of credit deficiency by earning the required number of credits, and an impressive 30.56% earned more than required. **91.67% of 12th grade students earned the required number of credits or greater.**

School year	Increased level of deficiency	No change	Decreased level of deficiency	N
12-13	33.30%	55.90%	10.80%	102
13-14	17.70%	71.60%	10.80%	102
14-15	8.30%	61.10%	30.60%	108

Figure 17: The change to credit deficiency levels between 2012-13, 2013-14, and 2014-2015 for 12th Grade.

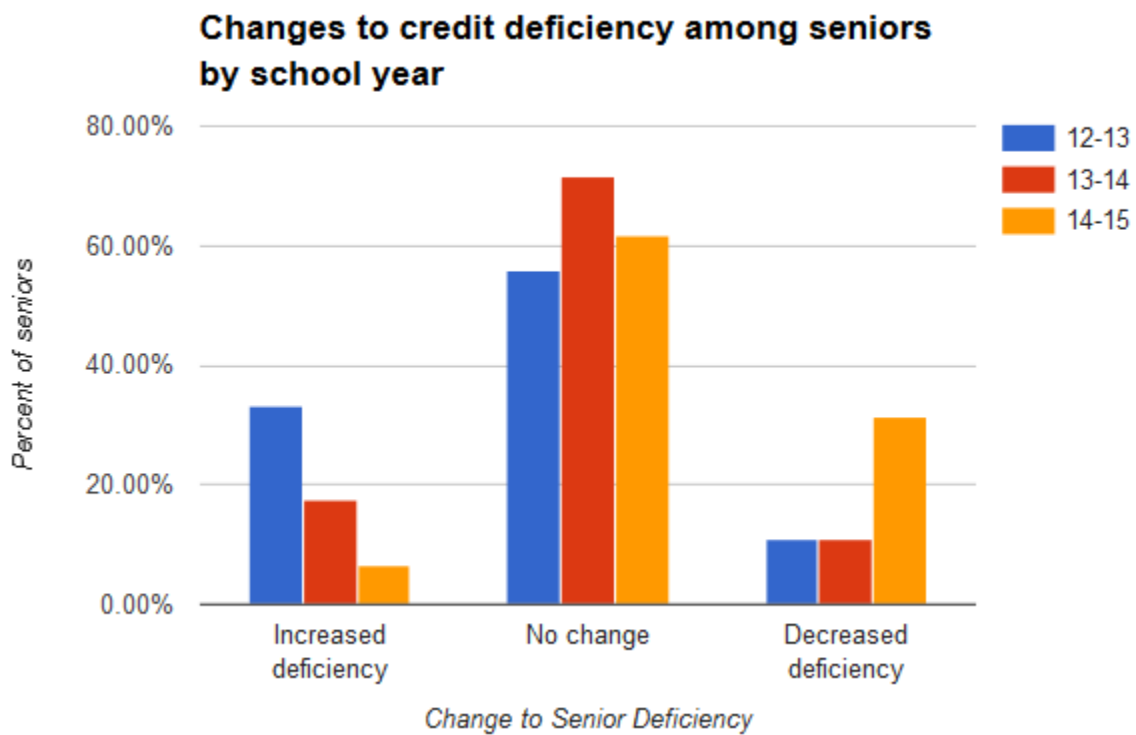


Figure 18: The change to credit deficiency levels between 2012-13, 2013-14, and 2014-2015 for 12th Grade.

12-13 Changes to credit deficiency

Grade level	increased level of deficiency	No change	Decreased level of deficiency	N
Gr 12	33.33%	55.88%	10.78%	102
Gr 11	27.88%	68.27%	3.85%	104
Gr 10	36.84%	59.21%	3.95%	76
Gr 9	36.11%	63.89%	0.00%	36
All Grades	32.70%	61.64%	5.66%	318

13-14 Changes to credit deficiency

Grade level	increased level of deficiency	No change	Decreased level of deficiency	N
Gr 12	17.65%	71.57%	10.78%	102
Gr 11	37.19%	60.33%	2.48%	121
Gr 10	41.98%	58.02%	0.00%	81
Gr 9	26.47%	73.53%	0.00%	34
All Grades	31.36%	64.50%	4.14%	338

14-15 Changes to credit deficiency

Grade level	increased level of deficiency	No change	Decreased level of deficiency	N
Gr 12	6.67%	61.90%	31.43%	105
Gr 11	22.22%	73.50%	4.27%	117
Gr 10	32.35%	63.24%	4.41%	68
Gr 9	7.50%	92.50%	0.00%	40
All grades	17.58%	70.00%	12.42%	336

Figure 19: Detailed information about the change to credit deficiency levels between 2012-13, 2013-14, and 2014-2015 for each grade level.



2013, 2014, & 2015
BANV Graduation Rate Analysis

When comparing the graduation rate percentages indicated below, it would be simple to conclude that the BANV graduation rate increased 18.4% from 2013 to 2014 and then dropped 4% from 2014 to 2015. It would also be fair to assume based on this data alone that the school's performance has decreased from one year to the next, but is this an accurate analysis?

- The 2013 cohort graduation rate was 37.6%
- The 2014 cohort graduation rate was 56.5%
- The 2015 cohort graduation rate was 52.6%

The Nevada performance goal of improving the graduation rate from one year to the next year would imply that BANV retains a large number of students from one grade level to the next. Instead, most of the BANV population enrolls during their 11th grade year. It is important to note that BANV, even though the retention rate has improved 19.4% for 12th graders in cohort 2016, BANV enrolls many new students during their 12th grade year as shown below.

- 40% of the 12th grade students were new to BANV in the Fall of 2015
- 43% of 12th grade students were new to BANV in the Fall of 2014
- 53% of 12th grade students were new to BANV in the Fall of 2013

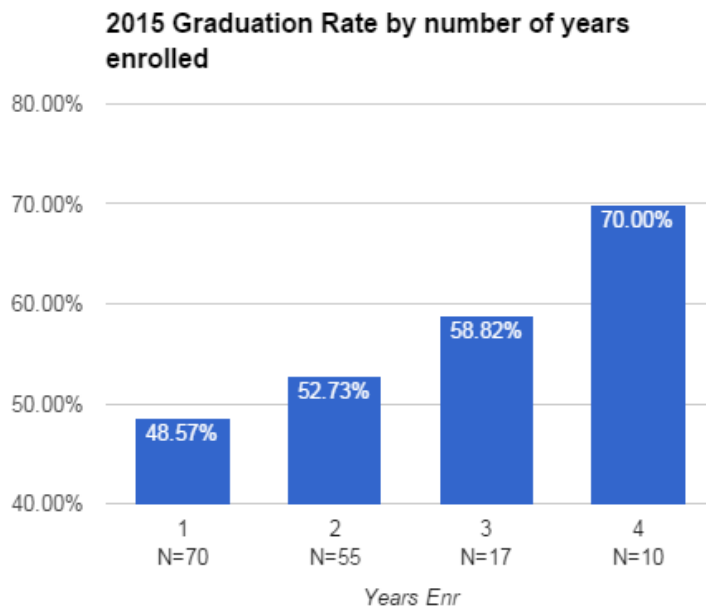


Figure 20: 2015 graduation rate broken down by years enrolled at BANV.

Figure 20 illustrates the more years a student is enrolled at BANV, the higher the graduation rate. 51.43% of first year students graduated on time, while 70% of four year students graduated on time. To date, 22% (4 out of 18) BANV cohort 2016 seniors enrolled for four years have graduated early. This 2016 cohort is comprised of 18 students enrolled for 4 years which is a 56% increase from the 2015 cohort, and currently there are 29 students enrolled for 3 years in cohort 2017 which is a 59% increase.

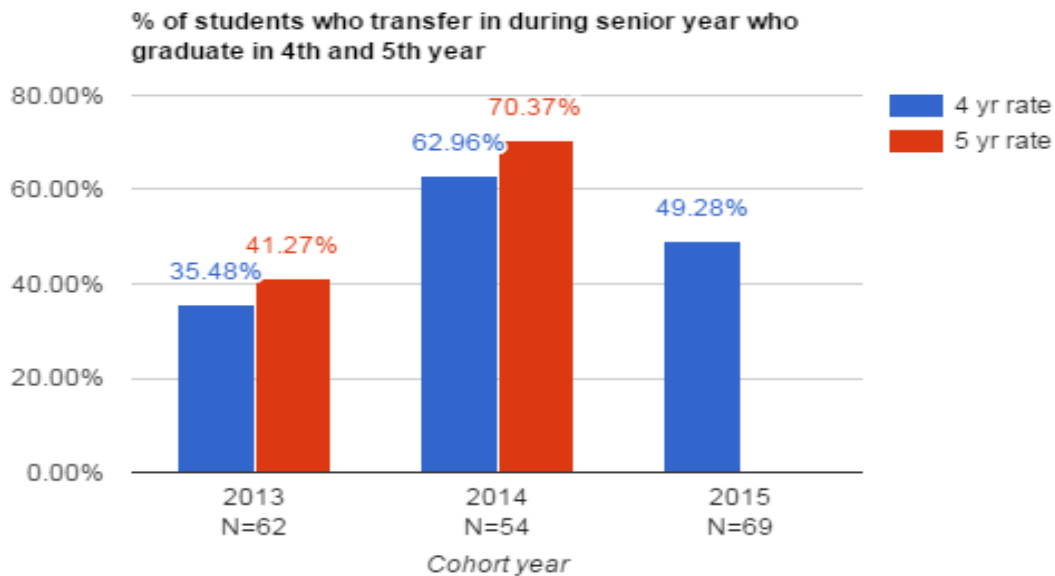


Figure21: The graph above illustrates the graduation rate of senior-year transfer-in students increased by 13.8% from 2013 to 2015. 2014 rate attributed to smaller N size, increased transfer outs, and substantially fewer credit deficient transfer-ins.

The number of new credit deficient 11th and 12th grade students has an impact on the graduation rate, especially when considering the level of deficiency upon enrollment. The chart below compares the percentage of new students to returning students who are credit deficient in cohorts 2013, 2014, and 2015 on Count Day and at the End of the Year.

In the 2012-13 year, new students were more credit deficient at the end of the year than on count day. Since then, BANV has made program improvements to better support new students. In 2013-14 new students decreased their level of deficiency by 2.27%, however in 2014-2015, new students decreased their level of credit deficiency by 15%.

Returning students decreased their level of proficiency each year. The percentage of credit deficient seniors decreased by 5.56% in 2013, by 3.57% in 2014, and by 27.69% in 2015. In all cohorts, returning students outperformed new students in decreasing their level of credit deficiency. This is not unexpected because students new to distance education must first learn how to be an online student before learning new concepts.

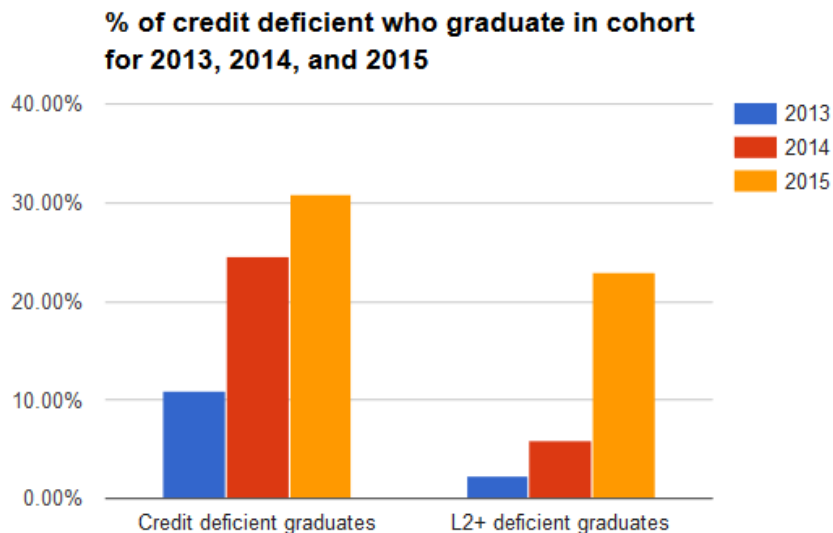


Figure 22: Percentage of BANV credit deficient students that graduate

	2013	2014	2015
% credit deficient	54.70%	46.10%	53.30%
% L2+ deficient	37.61%	29.57%	31.60%
% Credit deficient graduates	10.94%	24.50%	30.90%
% L2+ deficient graduates	2.27%	5.90%	22.90%

Figure 23: A comparison of the percent of credit deficient students graduating in cohorts 2013, 2014 and 2015, it also shows the percent of students graduating with a deficiency of Level Two or higher.

Figure 23 above is a side-by-side comparison of graduating student's credit deficiency levels between 2013-2015 cohorts. It is extremely difficult for a senior to recover two levels or two semesters of high school credit while also taking their senior classes and graduate on time. Credit recovery programs put in place in 2015 enabled students to complete their core senior courses and also retrieve credit that they had not earned previously. 54.7% of students in cohort 2013, 46.1% of students in cohort 2014, and 53.3% of students in cohort 2015 were credit deficient.

Of credit deficient students 10.94% in cohort 2013, 24.5% in cohort 2014, and 30.9% in cohort 2015 graduated within cohort. 37.6% of cohort 2013, 29.6% of cohort 2014, and 31.6% were rated at a level two deficiency or above. Students in Level Two and beyond are deficient by more than three credits. Of students requiring more than three credits to graduate, 2.27% in cohort 2013, 5.9% in cohort 2014, and 22.9% in cohort 2015 graduated in cohort.

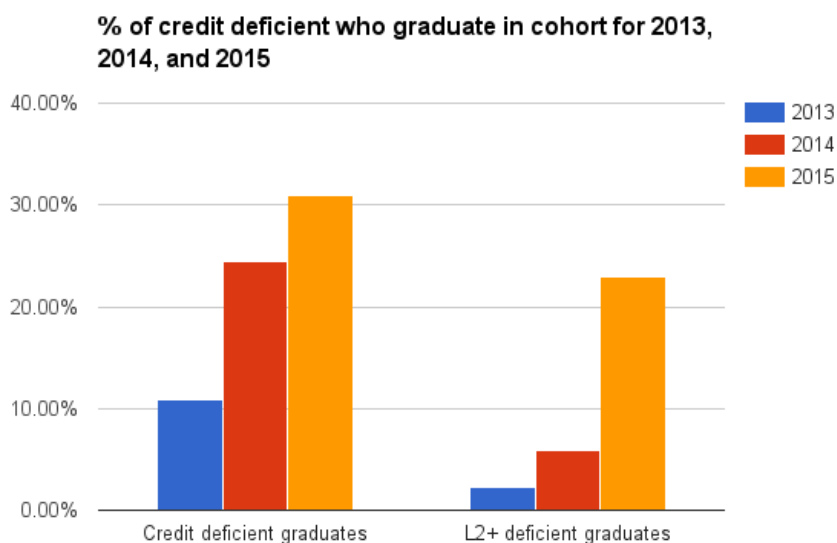


Figure 24: A comparison of the percent of credit deficient students graduating in cohorts 2013, 2014 and 2015, it also shows the percent of students graduating with a deficiency of Level Two or higher.

Figure 24 demonstrates that the 2015 cohort had a substantial increase in the amount of credit deficient students who were able to graduate on time. In addition, students who began their 12th grade year at a Level Two credit deficiency or greater that were able to successfully complete their 12th grade year increased substantially in 2015.

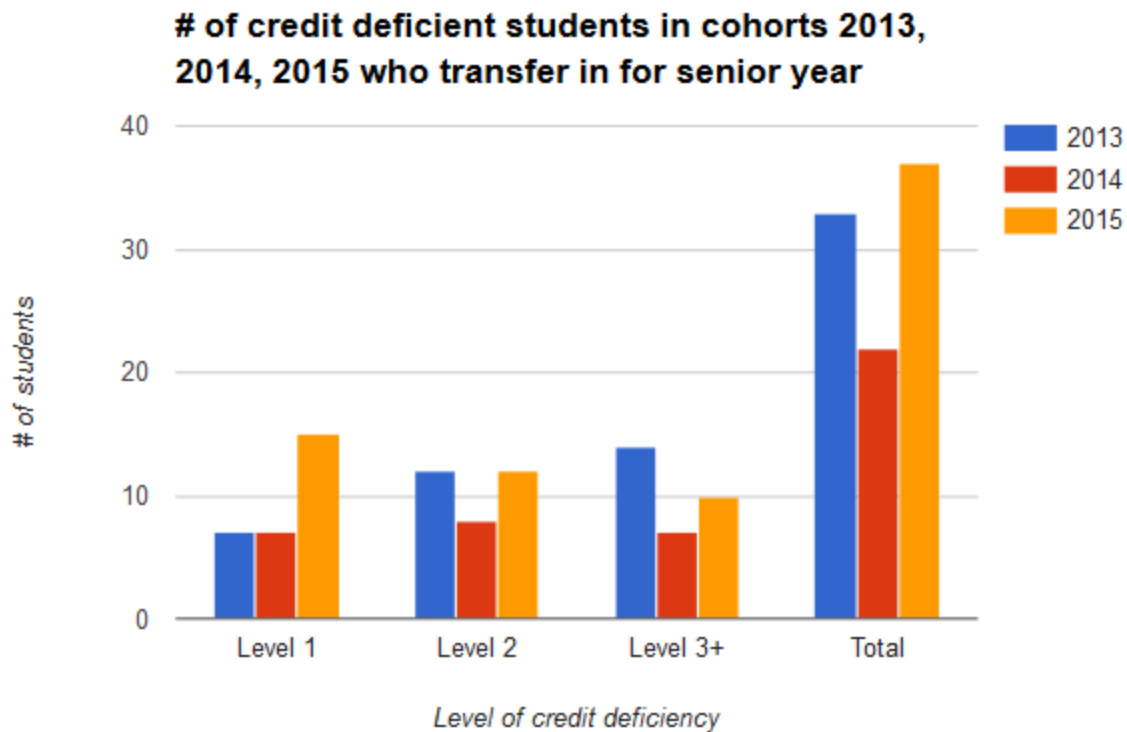


Figure 25 (above) and figure 26 (below) provide student population size for cohorts 2013, 2014 and 2015 that transfer to BANV their 12th grade year credit deficient.

Deficiency of transfer ins year 4	2013	2014	2015
Level 1	7	7	15
Level 2	12	8	12
Level 3+	14	7	10
Total	33	22	37
cohort total	117	115	152

Students arriving at BANV their 12th grade year credit deficient increased in 2015 from 2014. The 2015 cohort included 24% of new 12th graders who enrolled credit deficient, compared to 19% in cohort 2014. The difference in the graduation rate for 2014 and 2015 was approximately 4%, or almost the difference in the amount of new transferring 12th graders in each cohort. BANV continues to improve student academic performance by supporting students that are at-

risk of not graduating from high school with personal academic programs and emotional support services. The school requires additional time with students who enroll their 11th grade or 12th grade year.

For students that transfer in their third or fourth year in high school, they require additional time to graduate and extensive support and remediation. The BANV cohort graduation rate will fluctuate depending upon the amount of credit deficient students that transfer in their 11th grade or 12th grade year in high school. The school is committed to graduating students that enroll, however it is difficult to do this within their cohort year if they are behind in credits.

5th Year Cohort Graduation Rate

Due to the level of credit deficiency of new 11th grade and 12th grade students, BANV requires additional time to help them reach their academic goal of graduating from high school. The new students that transfer to BANV are a large portion of each graduation cohort. The commitment to all BANV students who cannot graduate within cohort is to provide them with the academic and emotional support to continue to a fifth year of high school and earn their high school diploma. Fifth year returning BANV students are experience online students that have committed to earning their high school diploma.

In contrast to the returning BANV fifth year students, transfer in of new fifth year students are not as successful with a new format for course delivery. The large majority of new fifth year students to BANV are not successful. The impact of the new fifth year students on the fifth year cohort graduation rate dilutes the impact BANV has on students. For the 2013-2014 school year, BANV added a further 69 students to 2013 cohort, many of whom could not graduate within a single year. The effect was a decrease in the overall fifth year cohort rate by approximately 4%. Similarly, in the 2014-2015 school year, an additional 25 students were added to the cohort,

which limited the increase of graduation rate of fifth year students less than 1%. In contrast, non-graduates who return for a fifth year with BANV improved the graduation rate of the original four-year population by approximately 8% for cohorts 2013 and 2014. For cohort 2014, the increase would have put BANV over the 60% threshold if first-time enrollees were excluded from the calculation.

Including the fifth year cohort graduation rate for returning BANV students increased the graduation rate each year. Returning BANV students were much more successful than new fifth year students in fulfilling their goal to earn a high school diploma.

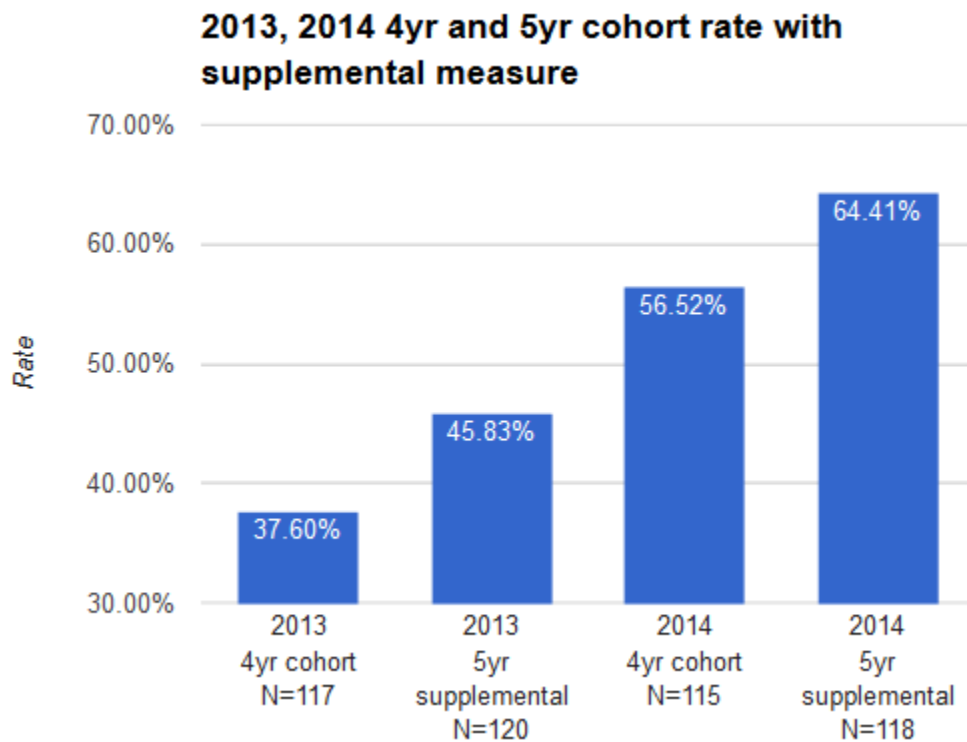


Figure 27: The graduation rate increased based upon the fifth year cohort graduation rate for BANV returning students.



Nevada School Performance Framework

The Nevada School Performance Framework (NSPF) assesses school performance based on several indicator groups, each consisting of two or more sub-indicators. The five indicator groups are proficiency status/growth, proficiency gap, graduation, career and college readiness, and other indicators. BANV demonstrated poor performance on the 2012-13 NSPF but is continuing to work towards improvement in all areas of the framework.

It is important to note that as of the 2014-15 school year, the NSPF was placed on hold until a revised framework could be established. With the elimination of the High School Proficiency Examinations (HSPE) and the expanded requirement for *all* juniors to take the ACT test, 24% of the NSPF is no longer measurable and cannot be compared with prior years across all indicators. As of 2015-16, 44% of the NSPF cannot be used to assess school performance with prior years. Sub-indicators cannot be compared between 2012-13 and 2014-15, either because of changes in State policy or because a comparable population was not present, including grade 10 proficiency, percent of grade 10 meeting Median Growth Percentile (MGP), percent of students enrolled in remedial college classes, and ACT/SAT participation.

Between 2012-13 and 2014-15, BANV showed improvement in all indicator groups on the NSPF. Grade 11 proficiency showed percent increases in reading and math by 20.0% and 28.9% respectively and subgroup proficiency gaps decreased by 26% in reading and 51% in math. The overall graduation rate increased by 39.9% with reductions in graduation gaps for ELL and FRL students of 13.7% and 43.3% respectively. While other gap measures improved, a small increase in IEP graduation gap of 9.8% was also experienced.

College and career populations are typically small; however BANV did increase the percent of advanced diplomas issued by 31.6% with a similar percent increase of 36.8% for college credit earned. It should be noted that the base percentages in 2012-13 were very low and even small

increases appear inflated. The other indicators include average daily attendance (ADA) and credit deficiency for grade 9 students at end of year. Average daily attendance remained consistent between 2012-13 and 2014-15 showing only a small percent decrease of 1.8%. The percent of credit deficient 9th graders, however, decreased by 65.4%.

Comparison of All NSPF Indicators Between the 2012-13 and 2014-15 school years

Proficiency Status/Growth	1213	1314	1415
Gr 11 % proficient in math	42.9	68.9	55.3
Gr 11 % proficient in reading	67.1	91.2	80.5
Gr 10 % proficient in math	2.5	28.7	N/A
Gr 10 % proficient in reading	33.6	51.1	N/A
Gr 10 % meeting MGP math	24.5	27	N/A
Gr 10 % meeting MGP reading	23	51	N/A

Proficiency Gap	1213	1314	1415
Supergroup - math	-52.3	-12.5	-39.4
Supergroup - reading	-38.6	10.9	-19

Graduation	1213	1314	1415
Overall rate	37.6	56.5	52.6
Graduation gap - FRL	-40.6	-	-23
Graduation gap- IEP	-36.8	-	-40.4
Graduation gap - ELL	-28.5	-	-24.6
Graduation gap - Supergroup	-	-25.56	-

College/Career Readiness	1213	1314	1415
% enrolled in college remediation	N/A	5.6	33.3
% earning advanced diploma	11.4	9.2	15.0
% AP proficient/college credit	1.9	2.7	2.6
% ACT/SAT participation	4.2	49.6	N/A

Other Indicators	1213	1314	1415
% credit deficient (Gr 9)	57	20.9	19.7

Average daily attendance rate	96.9	98.1	95.2
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Figure 28: A comparison of all NSPF indicators between the 2012-13 and 2014-15 school years.

BANV staff has designed a program unique to the target population of the school mission. BANV is the best and most appropriate option for students who are at-risk of not graduating from high school. BANV provides support for students academically, emotionally and socially. The BANV mission to work with at-risk students is demonstrated by the evolution of school programs. Students that find BANV later in their high school career, after they have been unsuccessful in the traditional educational setting are fragile, insecure and reluctant to believe that they can succeed academically. The school supports, committed staff and innovative programming work to engage the student and their family.

The BANV goal is to graduate every student, but it may not be possible to do this within their four year cohort. Senate Bill 509 states that all schools must have a 60% graduation rate or may be subject to reconstitution, revocation, and/or restart. ESSA has a benchmark graduation rate of 67%. The BANV four year cohort graduation rate will continue to fluctuate depending upon the enrollments during the 11th and 12th grade year that have thus far constituted the majority of the cohort population.



**Appendix 1:
Charter Amendment #1**



May 12, 2016

Patrick Gavin, Executive Director
State Public Charter School Authority
1749 North Stewart Street Suite 40
Carson City, Nevada 89706

Re: Request Letter for Beacon Academy Charter Amendment #1

Dear Mr. Gavin,

On behalf of the Beacon Academy of Nevada (BANV) Governing Body, I respectfully request your approval of a material amendment to our charter. It is our intent to modify our existing charter enrollment requirements which currently permits BANV to enroll students who reside in the state of Nevada. The intent behind this charter amendment is to transition to a blended school.

On May 11, 2016 the BANV Governing Body approved to amend the BANV charter contract to limit enrollment exclusively to students who reside in Clark County, Nevada. Effective beginning the 2016-2017 school year, BANV will no longer enroll new students who reside outside of Clark County, including any students currently enrolled as a Clark County resident, who move to another county in Nevada.

Students from other Nevada counties currently enrolled in BANV, have the option to remain enrolled until 2020. These students will continue to receive the same virtual support currently offered to students. It is the intent of the BANV Governing Body to phase out services for students outside of Clark County until all enrolled students graduate, transfer, or voluntarily withdraw from BANV.

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The following Charter Contract section would be amended as follows:

2.5 Student Recruitment, Enrollment and Attendance

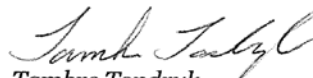
- 2.5.1 Effective the beginning of the 2016-2017 school year, enrollment at the Charter School shall be for Clark County residents only. The Charter School students who reside in counties other than Clark County who completed the 2015-2016 school year at the Charter School may continue to be enrolled at the Charter School, but no new students who reside outside Clark County shall be enrolled.

The remainder of Section 2.5 in the Charter Contract would be renumbered accordingly.

Please contact Tambre Tondryk, Principal of Beacon Academy if you have any questions regarding this request.

Sincerely,


Randall Donald
BANV Governing Body, President


Tambre Tondryk
Principal, BANV

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Appendix 2: Charter Amendment #2



May 12, 2016

Patrick Gavin, Executive Director
State Public Charter School Authority
1749 North Stewart Street Suite 40
Carson City, Nevada 89706

Re: Request Letter for Beacon Academy Charter Amendment #2

Dear Mr. Gavin,

On behalf of the Beacon Academy of Nevada (BANV) Governing Body, I respectfully request your approval of a material amendment to our charter contract. It is our intent to add supplemental cohort graduation measurements to BANV's Charter School Performance Framework as rigorous, valid and reliable performance indicators that are specific to the Mission of BANV as permitted in Section 11.1.1.1 of the Contract and NRS 386.528.

On May 11, 2016 the BANV Governing Body approved to amend the BANV Charter Contract to include supplemental measures.

The BANV Charter School Performance Framework will include six (6) additional measurements:

Cohort Graduation Rate effective immediately:

1. Measure the four year cohort graduation rate for students who are enrolled all four years of high school with BANV. This indicator measures the graduation rate of students enrolled with BANV for four continuous years from 9th grade through 12th grade.
2. Measure the four year cohort graduation rate for students who are continuously enrolled for at least 50% of their 12th grade year with BANV.
3. Include the 5th year cohort graduation rate in BANV's graduation rate.

These measurements are intended to supplement the current Charter School Performance Framework. The graduation rate is an indicator and measurement of high school performance. The additional measurements to the four year cohort rate demonstrate the impact BANV has upon students who are continuously enrolled and

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attend at least half of their 12th grade year. In addition, BANV students who must continue in high school to a fifth year, stay enrolled at BANV, and graduate are indicators of the school mission.

Measure the credit earning percent of BANV students and the improvement of their level of credit deficiency each school year effective immediately.

4. The percent of all BANV students who maintain or decrease their level of credit deficiency in addition to the required number of credits for a full time pupil as defined in NAC 387.345 and are enrolled at least 50 percent of the regular school year.

This measure allows new BANV students to accurately determine their realistic projected graduation date and measure student credit improvement. Student levels of credit deficiency will be tracked and monitored each year to determine their decrease in the level of credit deficiency. Enrollment for 50 percent of the school year or more allows for consistent and reliable reporting.

Measure the enrollment and percentage of year end completion for re-engaged students effective 2016-2017 school year.

5. Re-engaged students have dropped out of high school during the previous school year or have not attended a school at least 45 consecutive school days of the current school year. Re-engaged students enroll and complete the school year with BANV.

BANV reaches out to re-engage students to graduate from high school. Students who have dropped out of high school, re-enroll and successfully complete the school year are more likely to continue with their graduation plan and be successful.

The following Charter Contract sections would be amended as follows:

3.1 Design Elements

- 3.1.1 The Charter School shall have control over and responsibility for delivery of the educational program and for attainment of the performance standards as set forth in the charter school performance framework (the "Charter School Performance Framework") Exhibit #1, incorporated herein *and the additional rigorous, valid and reliable performance indicators that are specific to the Mission of the Charter School and complementary to the*

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existing measures as provided in Section 11.1.1.1 of this Charter Contract and incorporated herein. The Charter School shall have discretion to modify, amend, adapt, and otherwise change the educational program as it deems necessary to achieve the performance standards so long as such changes are consistent with the Charter Application and the Charter Contract, as amended by Exhibit #1.1.

8.1.1.4 Persistently underperformed, as measured by the performance indicators, measures and metrics set forth in the Charter School Performance Framework for the Charter School *and the additional rigorous, valid and reliable performance indicators that are specific to the Mission of the Charter School and complementary to the existing measures as provided in Section 11.1.1.1 of this Contract and incorporated herein.*

11.1.1.1 The Authority may, upon request for a material amendment from the Charter Board, include additional rigorous, valid and reliable performance indicators that are specific to the Mission of the Charter School and complementary to the existing measures. *The following additional rigorous, valid and reliable performance indicators shall be utilized in determining the Charter School's performance:*

- 11.1.1.1.1** *The four year cohort graduation rate for students who are enrolled all four years of high school at the Charter School.*
- 11.1.1.1.2** *The four year cohort graduation rate for students who are continuously enrolled for at least 50% of their 12th grade year at the Charter School.*
- 11.1.1.1.3** *The 5th year cohort graduation rate shall be included in BANV's graduation rate.*
- 11.1.1.1.4** *The percent of all students who maintain or decrease their level of credit deficiency in addition to the required number of credits for a full time pupil as defined in NAC 387.345 and are enrolled at least 50% of the regular school year at the Charter School.*
- 11.1.1.1.5** *The percentage of re-engaged students who enroll and complete the school year with the Charter School. Re-engaged students shall be defined as students who have dropped out of high school*



during the previous school year or have not attended a school at least 45 consecutive school days of the current school year.

Please contact Tambre Tondryk, Principal of Beacon Academy if you have any questions regarding this request.

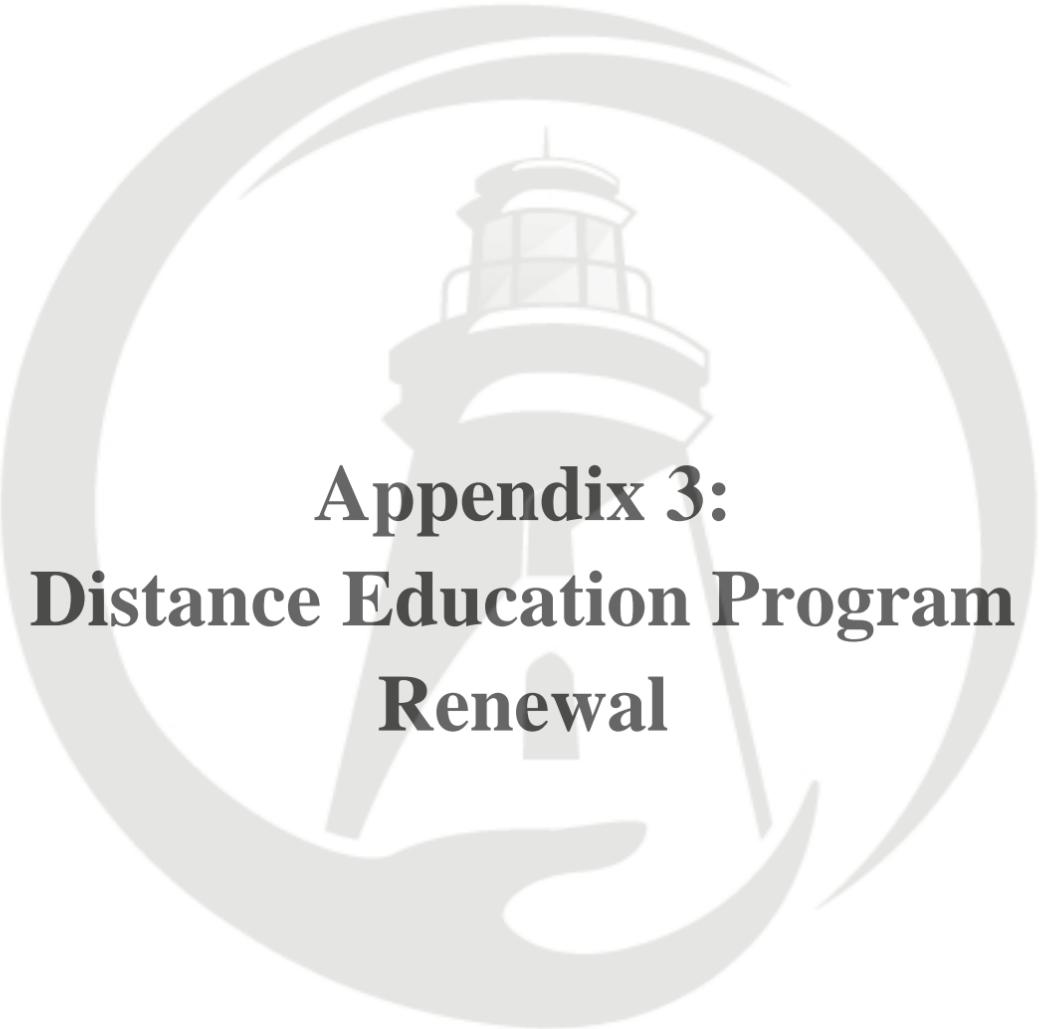
Sincerely,


Randall Donald
BANV Governing Body, President


Tambre Tondryk
Principal, BANV

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Appendix 3:
Distance Education Program
Renewal

BRIAN SANDOVAL
Governor

DALE A.R. ERQUIAGA
Superintendent of Public Instruction

STATE OF NEVADA



DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 - 9101
<http://www.doe.nv.gov>

SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway, Suite 221
Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702) 486-6450
<http://teachers.nv.gov>

December 8, 2015

Tambre Tondryk, Principal
Beacon Academy
7360 W. Flamingo Rd.
Las Vegas, NV 89147

Dear Ms. Tondryk,

A thorough review of Beacon Academy's application to conduct a distance education program has been completed. **Please accept this as official notification that Beacon Academy is approved to operate the distance education program as submitted to the Department of Education.** All courses included in the application are approved for use. Approval of the program will be for the period beginning Dec 8, 2015, through June 30, 2019. Approved Distance Education programs are in effect for three years. If your district makes significant changes within your Distance Education programs, updates to the currently approved plan will be required.

As a point of information, all courses that have been approved as part of a distance education program in Nevada are to be included on the "State Approved" list of distance education courses.

If you have any questions regarding the implementation of the program as it relates to statutory or regulatory requirements, or if you have any questions or concerns, please feel free to contact me at (775) 687-7288.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Wales".

Jeffrey V. Wales
Adult/Alternative/Distance Education Programs Professional

JVW

cc: Michael Raponi, Director
Brad Deeds, Adult Education Programs Supervisor
Michael Shafer, Principal Auditor

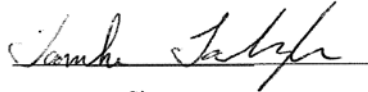
DISTANCE EDUCATION PROGRAM RENEWAL APPLICATION COVER PAGE

CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this renewal application is accurate and that the distance education program will be operated as described in the application. As the authorized representative of the school district or charter school submitting the application, assurance is provided to the Department of Education that the persons who operate the program on a day-to-day basis will comply with and carry out all applicable requirements, statutes, regulations, rules and policies of the school district or charter school.

Name and Signature of the school district superintendent, charter school principal or other appropriate designee of the applicant authorized to submit this application must be provided below:

Tambre Tondryk, Principal



Name and Title (Please type)

Signature

Indicate the date the applicant's board of trustees, governing body or committee to form a charter school met to approve the submission of this renewal application: November, 18 2015

APPLICANT INFORMATION

Applicant (Name of School District or Charter
School)

Beacon Academy of Nevada

Mailing Address (Street, P.O. Box, City/Zip)

Beacon Academy of Nevada
7360 W. Flamingo Rd.
Las Vegas, NV 89147

Name and title of authorized contact person

Tambre Tondryk, Principal

Telephone number of authorized contact person

Fax Number: (702) 538-9500

Email address: 702-726-8622

Date Received By Department:

Distance Education Plan

Renewal Application

Beacon Academy of Nevada

Section 1:

Identify all distance education courses that will be offered as part of the distance education program.

There are two types of courses that may be used as part of an applicant's distance education program. An applicant may utilize courses that are developed by the applicant and are submitted as part of this application or the applicant may identify courses from the state approved distance education course list to be used as part of the distance education program.

Note: If a course of distance education that will be offered through the program is included on the list of approved distance education courses prepared by the Department, please include an identification of each course, including, without limitation, the title of the course and the name of the provider of the course of distance education.

Note: If a course of distance education that will be offered through the program is not included on the list of approved distance education courses prepared by the Department, please provide the information requested in Section 3 of the distance education course application. For new courses that will be developed and offered by the applicant, the Distance Education Course Approval Application provided by the Department of Education must be completed for all courses that will be offered through the distance education program.

Exhibit A: BANV Distance Education Course and Provider List, updated for 2015-2016 school year: (Attached):

Beacon Academy of Nevada (BANV) has reviewed and vetted the vendors listed on the attached vendor and course list. In addition, BANV has developed online courses.

Courses created by BANV are developed under the supervision of expert distance education educators and school administration. Each course undergoes peer review prior to submission to the Nevada Department of Education. BANV may elect to utilize any of the courses listed, which best meet the educational needs of the students.

Exhibit B is the academic course catalog for BANV (Attached):

The courses at BANV provide students with a wide variety of selections in all core academic areas, including Math, Language Arts, Science, Social Studies, and electives in areas such as World Language, Business and Marketing, Digital Technologies, Fine/Visual/Performing Arts, Life/Study Skills, and Physical Education and Health. Courses include text, diagrams, images, audio content, and interactive simulations to facilitate the comprehension of concepts, assessments that test mastery of concepts, and activities/projects/assignments that test higher order thinking skills and engage students in learning. Courses are taught by Nevada certified, highly qualified instructors, who provide an engaging instructional environment which incorporates a variety of interactive tools, including virtual whiteboard, email, phone, instant messaging and scheduled office hours and discussion groups.

Content selection is based upon sound pedagogical theory and practice and aligned to Nevada Academic

Content Standards (NVACS). The curriculum at BANV accommodates multiple learning styles and the individual needs of all students. No course is offered unless it is approved by the Nevada Department of Education.

Section 2:

Describe the process that will be used to enroll students in the distance education program.

For students who are regularly enrolled in the school district or charter school, describe the process the school district or charter school will follow regarding the selection and enrollment of students in the program of distance education.

If the distance education program will allow the enrollment of students, full or part-time, from other school districts or charter schools within Nevada, describe the process to be followed regarding how the required written permission and agreement from the other school district or charter school will be obtained for each student. In addition, please describe the contents of the agreement including any reimbursement made between school districts or charter schools.

Please note: Home-schooled students are not eligible to enroll in or otherwise attend a program of distance education offered by a Nevada school district or charter school.

BANV is a public school of choice. During the 2015-2016 school year, BANV capped its enrollment at 612 full-time students, per SPCSA Board of Directors. According to the Charter Contract between the SPCSA and BANV, enrollment is not to exceed a 10% change (increase or decrease) from one school year to the next. BANV is nonsectarian in its programs, admission policies, and all other operations. BANV does not charge tuition nor discriminate against any student based upon ethnicity, creed, gender, national origin, or disability.

Advertising and Marketing:

BANV markets to students statewide. Advertising methods include: direct mail, information found on the school website www.banv.org, digital marketing, and possibly newspaper, radio, and/or television. Prospective students are encouraged to obtain specific information regarding the program and enrollment procedures during advertised Open House events, online webinars, orientations, school website, and/or interviews with school staff.

Enrollment Process:

- A. Enrollment procedures are posted prominently on the school's website. Students may submit enrollment applications online, or request and complete an enrollment application to be submitted via mail or fax.
 - 1. Enrollment eligibility is open to all Nevada residents under the age of 21, who have completed 8th grade. No geographic or demographic preference is given to any student.
 - 2. Once enrolled at BANV, students are not required to re-apply each subsequent year, but must indicate intent to re-enroll on the electronic form provided each spring.
- B. Students submit an application, including proof of residency, birth certificate, immunization records, and authorization for request of student transcripts.
- C. BANV submits "Request for Student Transcripts" to previous school(s) or district.

- D. Student is scheduled for a Pre-Consultation Conference with an enrollment team comprised of a school administrator, social worker, and/or academic counselor.
- E. Attend Student Orientation which includes:
 - 1. Meeting with Academic Counselor or Learning Coach: to review and sign the student's Plan of Study, Student Schedule, and develop a Student Success Plan.
 - 2. View the Orientation Video/Presentation: Student and their families are required to watch the Orientation Video which explains School Policies (attendance, grading, student expectations etc).
 - 3. Submit/sign additional forms:
 - a. Educational Involvement
 - b. Code of Honor
 - c. Parent / Student Academic and Attendance Contract
 - d. State Testing Agreement
 - e. Code of Conduct
 - f. Computer Use Agreement
 - 4. Obtain a Beacon Academy of Nevada Student Identification Card
 - 5. Create a Parent Account on Infinite Campus
 - 6. Complete Online Student Orientation
 - 7. Complete one lesson in each class, if student enrolls after start of school year
 - 8. Schedule date to return for student to return for tutoring

Enrollment Preference and Lottery:

BANV does not accept part-time enrollments. All students enrolled in BANV are required to be enrolled as full-time students. BANV offers credit retrieval courses in addition to the regular course of study free of charge during the school year to students enrolled full time at BANV. Summer school courses are offered to all enrolled BANV students for no additional charge.

A. Enrollment Preference:

Pursuant to NRS 386.580, BANV will give enrollment preference based upon criteria established in law and regulation. BANV may give enrollment preference to a child who:

- 1. Is a sibling of a pupil who is currently enrolled in the charter school;
- 2. Is a child of a person who is:
 - a. Employed by BANV
 - b. A member of the BANV governing body
- 3. Is an at-risk pupil meeting the eligibility requirements for enrollment.
- 4. Resides within the school district and within 2 miles of BANV in Las Vegas if the SPCSA determines includes a high percentage of children who are at-risk.
- 5. If space is available after BANV enrolls pupils pursuant to this paragraph, BANV may enroll

children who reside outside the school district but within 2 miles of BANV Las Vegas if the SPCSA determines includes a high percentage of children who are at-risk.

B. Lottery

If more eligible pupils apply for enrollment in such a charter school than the number of spaces which are available, BANV shall determine which applicants to enroll pursuant to this subsection on the basis of a lottery system in accordance with NAC 386.180(1).

An enrollment deadline and/or student cap will be determined by the BANV Charter Contract and BANV Governing Body. A lottery pool will be established from the pool of students that do not meet the criteria established for preferred enrollments and also exceed the school's enrollment cap. The remaining applications will be randomly drawn, first by grade and continue with randomly selected grades. Those on the final selection list may be placed in the school any time during the year when an opening occurs. Available positions will be filled from the final selection list established from the initial lottery. Once on the final selection list, students will remain eligible for placement within the school year without repeating the application process. Each year, BANV will contact all students on the final selection list and request verification of the student's continued desire to remain on the final selection list. The order of the final selection list will be revised annually based on the lottery results. Students who wish to be removed from the final selection list must make a request in writing, directly to BANV. Subsequent applications will be added to the bottom of the selection on a first come, first served basis. A lottery will be held on July 30 to establish the final selection list order of entrance for the upcoming school year, should enrollment capacity be reached. All openings during the school year will be filled according to the order established in the lottery. The lottery will be in a public forum, and the principal and assistant principal will oversee and conduct the lottery selection.

Section 3:

Provide an explanation of how the school district or charter school will document each pupil's attendance and participation in courses offered through the distance education program.

Provide a brief description of the process the school district or charter school will follow to ensure an accurate accounting of the student's attendance and participation in the distance education program.

Please note that regulations require that the teacher assigned to each course must meet or otherwise communicate with each student at least once each week for the pupil to be considered enrolled in the program of distance education. The student shall be considered in full attendance for each week the teacher meets or communicates with the student. The attendance of the student must be recorded weekly as part of the master register of enrollment and attendance.

For each student who is enrolled full time in a program of distance education, the school district that provides the program must designate one public school within that school district to which the student will be affiliated. The student must be reported weekly as enrolled and in attendance in the school designated by the school district.

For each student who is enrolled part time in a program of distance education for which an agreement has been constructed between school districts or charter schools, the student must be reported weekly as enrolled and in attendance in the class. The record of part time attendance must be maintained separately from the record of attendance maintained by the school in which the pupil attends classes full time.

Participation

BANV offers a minimum of 180 days of instruction divided into four terms during each school year. Students are required to complete 6 credits per year in 9th, 10th, and 11th grades. Students in 12th grade must complete a minimum of four (4) credits per year, depending upon their graduation plan. Pursuant to NAC 387.193.7, BANV may elect to “have a written Plan of Study for enrollment prepared for the pupil, which demonstrates that the pupil will complete during the school year the number of courses required for full-time pupils.” As such, a student’s written plan may provide for completion of 3 courses each quarter, rather than six (6) courses simultaneously in grades 9 – 11, or two (2) courses each quarter rather than four (4) courses simultaneously in grade 12.

Students enrolled with BANV are required to demonstrate weekly progress in all course work. While much of the program that a student accesses will be asynchronous, these courses require each student to meet weekly assignment and activity deadlines that demonstrate continuous progress towards course completion.

Additionally, each course includes a minimum of one (1), weekly, synchronous, virtual, classroom session. These live web sessions are conducted by the course instructor, providing instruction in course content, clarification of concepts, and the opportunity for students to interact with the teacher, fellow classmates, and to complete group work, as well as individual class assignments.

Teachers communicate with students multiple times during the school week. This communication is by email, message and chat functions, virtual live and recorded classroom sessions, and scheduled BANV clubs and events. Teachers and mentors communicate regularly with students regarding their academic progress and work progression.

A detailed record including documents, communication records and recordings is maintained. Regular student engagement is tracked within the Learning Management System and the Student Information System. Each student completes a written course agreement, which outlines teacher expectations, the objectives of the course, the timeline for completion of assignments and weekly attendance requirements, and how the student will be assessed. A record of student assignments, work submission and grades is maintained in the Learning Management System. Evidence of weekly work submissions and academic progression is documented by the teacher within each course section within the course grade book.

Per NAC 387.193, student data is included in the electronic Learning Management System or the master register of enrollment and attendance required by NAC 387.171.

A pupil’s progression in the course, as documented in the electronic Learning Management System or as documented by the pupil’s participation in a real-time class session for the course which is conducted by a person who is licensed, is authorized by the school district or charter school for the course.

For each course the following will occur:

1. Teacher will provide work assignments to students, and document the same.
2. Teachers and/or mentors will communicate weekly to discuss progress.

3. A detailed record of all student/teacher/mentor communication will be maintained.
4. Student engagement in courses will be tracked within the Learning Management System and the Student Information System.
5. Each student/parent or guardian will review and acknowledge a written agreement, which outlines the objectives of the course, a timeline for completion, course expectations and how the student will be assessed.
6. BANV will maintain a record of student assessments and final grades.

Attendance:

Attendance in a course is marked when students submit coursework. Coursework is defined as any item submitted within a course that is recorded in the grade book and contributes to a final grade. Attendance policies are reviewed with students and parents during enrollment orientation and reinforced through weekly attendance procedures:

- Attendance is required by law
- Parents and students acknowledge attendance requirements within the signed
- Parent / Student contract

To be counted for school attendance, students must:

- Submit coursework in every course for which they are enrolled, or
- Be present at a mandated event requiring physical participation, such as standardized testing or orientation.

Attendance is counted for the entire week. Failure to attend, as specified, will result in absence or truancy for all school days in the given week. In most cases, students will accumulate either five present or five absent days for a week of school.

Friday marks the final day of the week for purposes of attendance. Any coursework submitted after 11:59 PM on Friday according to the timestamp recorded in the Learning Management System will contribute to attendance for the following week.

An absence is excused by the attendance office when written documentation is provided to support the absence. Excused absences still contribute to a student's total absent days but the student will not be considered truant and therefore will not face disciplinary action. Absences may only be excused through the attendance office. Teachers may not excuse absences and will direct students/parents/guardians to the attendance office.

A student is truant when he/she fails to satisfy weekly attendance requirements and does not provide documentation to excuse the absence. Truant students will be placed on the Truancy Intervention Ladder and will face disciplinary action appropriate to the number of offenses accumulated during the school year. Students/parents/guardians have seven (7) days from the notification date to provide documentation of student absence to the attendance office.

Truancy Intervention Ladder

Offense	Action
First Truancy	Notice of Truancy sent home to student/parent/guardian.
Second Truancy	Notice of Second Truancy delivered to student/parent/guardian. Required conference with student/parent/guardian to determine corrective action.
Third Truancy and beyond	<p>Student/parent/guardian notified of administrative review to determine actions permitted under NRS 392.144, 392.146, 392.147, and 392.148.</p> <p>Impose administrative sanctions pursuant to NRS 392.148.</p> <p>Student declared as a habitual truant. Pursuant to NRS 392.144, law enforcement notified of repeat offense, which may result in issuance of a citation to student/parent/guardian.</p>

Educational programs utilizing Distance Education and Independent Study are inherently Competency Based Programs. Students participating in these types of programs are awarded credit for the successful completion of the lessons and courses within the program, and not on the basis of “seat time” or time spent within the classroom.

NAC 387.120(5) and NAC 387.131(3) allow Competency Based Programs to be operated by School Districts/Charter Schools with permission from the Superintendent of Public Instruction. The Independent Study/Distance Education program utilized by BANV is competency based. BANV adheres to all NRS/NAC student enrollment and attendance requirements. BANV has obtained permission to operate Competency Based Programs within our Distance Education program. Students in grades 9-12 will receive Competency Based instruction in all courses, will be enrolled in the required number of courses (6 for grades 9-11 / 4 for grade 12), and have a written Plan of Study for sequential completion of the required type and number of courses to successfully complete requirements for graduation.

Section 4:

Describe the plan that will be followed for assessing the achievement of students enrolled in the distance education program.

Provide a description of the plan (process) the school district or charter school will follow regarding the assessment of students in the required State achievement and proficiency examinations and other assessments required of all students by the school district or charter school for all applicable grades. Provide a description of how required midterm/end of course assessments will be administered to include proctor qualifications.

BANV assists students in meeting or exceeding proficiency on state academic standards and the Nevada High School high stakes tests. Specific tutoring on the testing content is provided to students in both on-site and online formats. Students are also provided with access to a variety of supplemental resources to better prepare them for their mandated high stakes tests. Testing locations are provided at multiple locations throughout the state. Students and parents are informed of mandatory, high-stakes testing requirements, scheduled testing dates, and BANV testing locations during school orientations. Additional information is disseminated through the BANV website, school counseling office, and course and student calendars throughout the year. BANV curriculum is aligned with NVACS in order to ensure success for all students in meeting the requirements of the mandated high stakes testing.

BANV adheres to a Test Security Plan for the administration of all state mandated tests, including English Language Learner assessments. The security plan addresses the storage of test materials in a secure location, training for personnel in test security and administration, establishing student eligibility, distribution and collection of test materials, testing accommodations, and other procedures, including emergency procedures. State mandated tests and the English Language Proficiency Assessment are conducted in designated locations under the supervision of licensed personnel.

Coursework is monitored by the teacher of record on a continuous basis. Student progress is demonstrated by participation in discussion posts, live web-based sessions, project-based learning, writing and research projects, and formative assessments such as pre and post unit assessments.

An implementation plan for proctoring final exams in core (non-elective) courses has been developed. NDE has provided the following definitions of proctors and core courses as follows:

Proctors may NOT be a student or be any of the following:

- Relative or friend of student
- Employer of student
- Personal tutor of student
- Athletic coach, Asst.coach, athletic administrator, or athletic academic counselor
- Someone with a vested interest in the student's eligibility to compete in extracurricular activities (i.e. sports, theater, choir, etc.)

Proctors MUST be one of the following:

- School guidance counselor licensed in Nevada
- School teacher licensed in Nevada
- School principal or vice principal licensed in Nevada
- School employee or rep. directed by the school administrator to be the proctor
- Librarian licensed in Nevada
- Local school district staff or admin or local college testing center staff or admin
- School employee or rep. directed by admin to proctor the student via webcam

Core courses:

American Government, American History, Arts and humanities, or career and technical education, English, including reading, composition and writing, Health education, Mathematics, Physical education, Use of computers, Science.

Proctored Exams:

Proctored final exams are required for all non-elective core courses, as defined by NDE Distance Education. Exams may be proctored by school personnel, or as needed in remote/rural areas, by contracted personnel. Contracted personnel will meet the requirements of proctors, as noted above. If a student is not able to complete their final exams in the BANV offices, due to scheduling conflicts or if traveling to a proctor location is not possible, they may schedule a time to complete their exams via remote proctoring.

Face-to-face proctoring will be recorded in a proctor log, with student signature. Remote proctoring will be conducted utilizing a webcam. Students will display photo identification (school ID, driver's license, state ID) to the proctor via webcam prior to beginning the test. The proctor will verify student identity, and monitor students testing. A log of students accessing remote proctoring will include student name, course, date and time and be verified with proctor signature.

All BANV core courses offer a final project in lieu of a final exam for students who are unable to attend face-to-face or remote proctoring. The final project is based upon the objectives in the courses and requires students to demonstrate mastery of the major concepts and skills they have developed throughout the course. The final project is graded for student mastery of the core concepts in the course.

Section 5:**Describe how the school district or charter school will document successful course completion and the awarding of course credit to students.**

The description must include how the school district or charter school will document the completion of the distance education courses by individual students, how the records will be stored and maintained as well as how the school district or charter school will issue individual grades to students who complete distance education courses.

Explain How Individual Grades are Issued and Documented as Complete

Course work within each course is monitored by the teacher of record on a continuous basis. Student progress is demonstrated by participation in discussion posts, live web-based sessions, project-based learning, writing and research projects, and formative assessments such as pre and post unit assessments.

Students will demonstrate mastery of state standards through progress in assigned coursework, with a passing score.

Upon student completion of the course work with a passing grade, the teacher records the grade

and percentage in the Student Information System. The grade posted is reflected on the student's transcript.

Storage and Maintenance of Student Records

Permanent records should be retained permanently as there is no minimum retention period.

Per NRS 392.029 and NAC 392.350, the definition of a Permanent Record (Academic Performance) is to include the following items:

1. Permanent report card and/or academic transcript
2. Pupil's identifying information
3. Summary of attendance
4. Grades
5. Grade point average
6. Grade levels completed, and the year in which it was completed.

Subsidiary records should be retained a minimum of six (6) calendar years after the pupil graduates or would normally have graduated from high school.

Per NRS.392.029 and NAC 392.350, the definition of Subsidiary Records (Cumulative Records) will include the following items:

1. Pupil's identifying information
2. Personal and family history records
3. Cumulative student record
4. Childhood disease/immunization data, and health folders
5. Disciplinary records
6. Truancy reports
7. Psychological evaluations
8. Student guidance records
9. Progress and monitoring reports
10. Reading records
11. School and after-school activity reports
12. Student employment records
13. Standardized testing records
14. Reports of learning disabilities
15. Individualized educational program records (IEPs)
16. Student current data
17. Entrance and withdrawal records
18. Transfer records
19. Notices to parents/guardians
20. Parental consent forms
21. Informational correspondence
22. Similar records that are not considered part of the Permanent Record

Furthermore, student records for the current school year along with the prior two (2) school years are kept in the BANV office. Any student record older than two (2) years is archived and sent to a secure facility offsite. If a student leaves BANV, and a records request is received, BANV

provides the requested items which can include the cumulative records.

Data Collection

BANV utilizes students information systems, integrated with Learning Management System to collect maintain and report essential data about student demographics and academic performance. BANV collects mandated student data as a part of the enrollment process and report statistics to the state in compliance with state and federal regulations. All data is maintained in compliance with FERPA and other student privacy requirements.

Section 6:

Describe how the school district or charter school will monitor the progress of students enrolled in the program.

Provide a description of the process to be followed by the school district or charter school regarding the monitoring of progress being made by students enrolled in distance education courses.

Student progress is monitored by teachers and the Student Support Services on a weekly basis. Students who demonstrate academic progress below standard are identified through weekly course progress, grades, and attendance reports. Supplemental instruction is provided to students performing well below standard achievement levels. Struggling students have access to on-site and virtual tutoring sessions, mentor support, and social services, including counseling-services. In, addition, BANV provides an instructional model that allows for one-on-one instruction, student engagement, and personalized support and guidance from their licensed instructors. Student Support Service members and mentors regularly communicate to the student's teachers regarding interventions, or circumstances which may be impeding the student's academic progress.

Please include any criteria that will be used to trigger the identification of pupils who are having difficulty with course assignments or are otherwise having difficulty in being successful in the course.

If a student demonstrates progress below the academic standard, (generally 70%), the student will be referred to tutoring programs. If a student continues to demonstrate a lack of adequate progress, mandatory tutoring sessions and parent conferences will be scheduled. If progress continues to falter, the school administrators, learning coaches and counselors may also become involved in the development of a remediation plan for the student.

In addition, describe the technical assistance/support that will be provided to students who are not making adequate progress in their distance education courses.

Students who have difficulty accessing or navigating through technological learning platforms have immediate access to BANV technical support by coming to the office, via phone and email.